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CHILD DEVELOPMENT READERS

# FIRST GRADE MANUAL

*By*

JULIA LETHELD HAHN

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THE CHILD DEVELOPMENT READERS

# FIRST GRADE MANUAL

*To Accompany*  
EVERYDAY DOINGS  
EVERYDAY FUN  
EVERYDAY FRIENDS

BY  
JULIA LETHELD HAHN

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# THE CHILD DEVELOPMENT READERS

EDITED BY JULIA LETHELD HAHN

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# CONTENTS

## A POINT OF VIEW REGARDING READING

|                                                                              |      |                                                                                           |        |
|------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------------|--------|
| I. The Responsibility of the Primary School in the Teaching of Reading ..... | viii | VI. Functional Phonics in the Primary Reading Program.....                                | xxviii |
| II. Recent Trends in the Teaching of Reading .                               | x    | VII. Principles of Program-Making.....                                                    | xxxii  |
| III. Contributions of the Child Development Series to These Ends .           | xi   | VIII. Classroom Activities for Children, Beginning First Grade.....                       | xxxiv  |
| IV. The Status of Reading in the Modern Primary School .....                 | xv   | IX. Major Objectives of Child Development Readers in Terms of Children's Development..... | xl     |
| V. The Problem of Reading Readiness.....                                     | xvii |                                                                                           |        |
| Reading Readiness Chart.....                                                 | xx   |                                                                                           |        |

## INTRODUCTORY

|                                                 |   |                                                     |    |
|-------------------------------------------------|---|-----------------------------------------------------|----|
| I. The Teaching Program for the First Year..... | 1 | IV. Suggested Method for Developing a Story.....    | 10 |
| II. Reading Materials for the First Year.....   | 2 | V. Plans for the Beginning Weeks in the First Grade | 14 |
| III. Orientation for First Year Books.....      | 7 | VI. The Purpose of the Pre-Primer Period.....       | 17 |

## PRE-PRIMER PERIOD

Detailed Suggestions for Plan One, Using *Everyday Doings*  
(Pre-Primer)

|                  |    |                            |    |
|------------------|----|----------------------------|----|
| Fun.....         | 19 | Lights.....                | 25 |
| More Fun.....    | 19 | Little Helpers.....        | 27 |
| Houses.....      | 22 | How Jack Helps Mother..... | 28 |
| More Houses..... | 23 | How Mary Jane Helps Mother | 30 |

|                             |    |                           |    |
|-----------------------------|----|---------------------------|----|
| How Billy Helps Mother..... | 31 | Billy at the Store.....   | 45 |
| Other Helpers.....          | 33 | Fun in the Park.....      | 47 |
| Workers.....                | 40 | Fun at the Circus.....    | 48 |
| More Workers.....           | 42 | Fun at School.....        | 50 |
| Stores.....                 | 43 | The Three Bears.....      | 53 |
| Jack at the Store.....      | 43 | To Help You Read (Self-   |    |
| Mary Jane at the Store..... | 44 | Teaching Dictionary)..... | 53 |

Detailed Suggestions for Plan Two, Using Orientation Picture Cards

Pages 56-76

## THE PRIMER PERIOD

### *Part I. Fun at Jack's House*

|                       |     |                          |     |
|-----------------------|-----|--------------------------|-----|
| Fun.....              | 80  | In the Store.....        | 133 |
| Something Funny.....  | 91  | Something to See.....    | 139 |
| Something Good.....   | 97  | Mr. Postman.....         | 143 |
| Let's Make Candy..... | 108 | More Fun.....            | 146 |
| Which.....            | 113 | Summary of Phonetic Ele- |     |
| Guess.....            | 115 | ments in Part I.....     | 147 |
| To the Store.....     | 124 |                          |     |

### *Part II. Fun at Mary Jane's House*

|                              |     |                           |     |
|------------------------------|-----|---------------------------|-----|
| Jack is Here.....            | 148 | Something for Jack.....   | 173 |
| Making a House.....          | 152 | Good-by! Good-by!.....    | 176 |
| Painting the House.....      | 158 | Summary of New Phonetic   |     |
| Something for the House..... | 162 | Elements in Part II.....  | 178 |
| Boxes Wanted.....            | 165 | Supplementary Reading Ma- |     |
| Playing House.....           | 170 | terials.....              | 178 |

### *Part III. Fun at School*

|                              |     |                                |     |
|------------------------------|-----|--------------------------------|-----|
| All Aboard for the Farm..... | 179 | Playing the Story.....         | 209 |
| All Out.....                 | 183 | Plans for More Work.....       | 211 |
| Hungry Pigs.....             | 186 | Fun After Christmas.....       | 213 |
| Betsy's Baby.....            | 188 | Billy Rabbit and Frisky Squir- |     |
| A Ride on Toby.....          | 190 | rel.....                       | 215 |
| Lunch Time.....              | 193 | Summary of Phonetic Ele-       |     |
| After Lunch.....             | 195 | ments in Part III.....         | 222 |
| Christmas Plans.....         | 197 | Suggested Supplementary        |     |
| Billy's Story.....           | 202 | Reading Material.....          | 222 |

# THE FIRST READER PERIOD

## *Part I. Off to the Station*

|                                                |     |                                                   |     |
|------------------------------------------------|-----|---------------------------------------------------|-----|
| Orientation Picture Cards 1, 2,<br>and 3. .... | 225 | In the Train. ....                                | 240 |
| About the Story. ....                          | 226 | The Big Engine. ....                              | 244 |
| Hurry! Hurry! ....                             | 226 | Coming. ....                                      | 247 |
| Too Early. ....                                | 230 | A Present. ....                                   | 249 |
| Looking Around. ....                           | 232 | Up in Uncle Ted's Room. ....                      | 252 |
| Ticket Please. ....                            | 234 | Summary of Phonetic Ele-<br>ments in Part I. .... | 252 |
| The Back Porch. ....                           | 237 | Supplementary Reading. ....                       | 253 |
| A Good Conductor. ....                         | 238 |                                                   |     |

## *Part II. At the Freight Yard*

|                                             |     |                                                    |     |
|---------------------------------------------|-----|----------------------------------------------------|-----|
| Orientation Pictures Cards 4<br>and 5. .... | 254 | More Cars. ....                                    | 266 |
| A Surprise. ....                            | 255 | The Big Engine Takes Water. ....                   | 268 |
| Wanted — One Pony. ....                     | 258 | Back Home Again. ....                              | 271 |
| Taking Pony Boy Home. ....                  | 260 | Summary of Phonetic Ele-<br>ments in Part II. .... | 272 |
| More Surprises. ....                        | 262 | Supplementary Reading. ....                        | 272 |
| Catch Him. ....                             | 264 |                                                    |     |

## *Part III. Pony Boy and the Rabbits*

|                                 |     |                                                     |     |
|---------------------------------|-----|-----------------------------------------------------|-----|
| Orientation Picture Card 6. . . | 273 | A House for the Rabbits. ....                       | 281 |
| Fun with Flopsy and Mopsy. .    | 274 | Summary of Phonetic Ele-<br>ments in Part III. .... | 283 |
| Taking Care of Pony Boy. ....   | 276 | Supplementary Reading. ....                         | 283 |
| Find the Right Pictures. ....   | 278 |                                                     |     |
| A Place for Pony Boy to Sleep   | 278 |                                                     |     |

## *Part IV. Off to School*

|                                      |     |                                                    |     |
|--------------------------------------|-----|----------------------------------------------------|-----|
| Orientation Picture Card 7. . .      | 284 | The Newspaper. ....                                | 296 |
| Rabbits to School. ....              | 284 | Other Surprises. ....                              | 298 |
| Good Times in Patsy's Room. .        | 285 | The Noisy Switch Engine. ....                      | 299 |
| Good Times in Paul's Room. .         | 288 | The Spotted Pony. ....                             | 305 |
| The Rabbit Who Wanted<br>Wings. .... | 291 | Summary of Phonetic Ele-<br>ments in Part IV. .... | 309 |



*Part V. Making a Garden*

|                                                                   |     |                                   |     |
|-------------------------------------------------------------------|-----|-----------------------------------|-----|
| Orientation Picture Card 8. . . . .                               | 310 | The Flower Store. . . . .         | 322 |
| Plans for the Garden. . . . .                                     | 310 | Do This. . . . .                  | 324 |
| At Work in the Garden. . . . .                                    | 312 | Making Up a Play. . . . .         | 324 |
| The Bird Bath. . . . .                                            | 314 | The Play. . . . .                 | 325 |
| Friend Bluebird. . . . .                                          | 316 | Spring in Polly's Garden. . . . . | 328 |
| Making the Nest. . . . .                                          | 319 | Summary of Phonetic Ele-          |     |
| A Home for Poky and Slow . . . . .                                | 321 | ments in Part V. . . . .          | 331 |
| Supplementary Reading Lists. . . . .                              | 331 |                                   |     |
| Primer. . . . .                                                   | 331 |                                   |     |
| First Reader. . . . .                                             | 335 |                                   |     |
| Books for Teachers. . . . .                                       | 337 |                                   |     |
| Child Development in the Kindergarten and Primary Grades. . . . . | 339 |                                   |     |
| Child Development Chart. . . . .                                  | 340 |                                   |     |

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## A POINT OF VIEW REGARDING READING

The process of reading must be considered as having a threefold aspect, or as consisting of three main steps. In the first step the reader acquires a background of experiences upon which the meanings of language depend; in the second step, a brief one, he meets the printed symbols and words, recognizes them, and receives first impressions; in the third step, he uses his experiences to give more definite, more complete, and more satisfying meaning to the words. Thus the brief act of looking at words, recognizing them, and receiving first impressions, the step sometimes thought of as reading, is seen to be only one part of a larger and more vital process. Furthermore, every step in the process of reading is seen to be an act, or acts, of thinking based on the background of experiences. The more comprehensive, definite, and vivid the reader's experiences are, the more comprehensive, definite, and vivid are the meanings he can give to words which relate to those experiences, and the richer become his resulting emotional reactions.

J. B. Kerfoot aptly expressed this viewpoint when he said: "We read quite literally, with our own experience. We read with what we have seen and heard and smelled and tasted and felt.... We *receive* in reading; but we receive, not directly by what the author tells us, but indirectly, by the new uses that he stimulates us into putting our experience to."

## I. THE RESPONSIBILITY OF THE PRIMARY SCHOOL IN THE TEACHING OF READING

What are the implications of such a viewpoint for Primary Reading? First, that we shall try to help the child get the necessary background of broad and vivid experiences before we expect him to read. Second, that we shall encourage him to talk about his experiences so that he may acquire an adequate vocabulary for expressing ideas and gain skill in molding his ideas into sentence form and in arranging them in logical sequence. It is not reasonable to expect a child to recognize in print thoughts which are expressed in a vocabulary and in forms that are unfamiliar to him. Third, that the selections given to the child to read shall be about those things he knows about and likes to do, and shall contribute to a larger social adjustment. Fourth, that we shall encourage him to use his experiences freely in interpreting what he reads, to widen his experiences through further discussion and reading, and to engage in activities which are stimulated by and result naturally from his reading.

Since our purpose is to help the child acquire a love for reading, and since we know that a love of good books develops gradually through many satisfying reading experiences, and that indifference to books results from a lack of genuine satisfaction from reading opportunities over a considerable period of time, the modern primary school must accept the large responsibility of teaching the children to read in such a way that their reading is joyful, thoughtful, and satisfying at every step.

An activities program at once suggests itself as a desirable way of applying the above principles and of providing occasions for the natural expression of ideas. If, however, an activities program is considered to be a mere collection of ready-made "units of work," it cannot meet these requirements. It must be thought of as a point of view to be adhered to in developing the many aspects of the whole child, and in preserving the unity of his experience so that he may achieve a well-balanced, vital personality.<sup>1</sup>

The fundamental values of a program of connected, significant activities have found expression in good educational practice for many years. The terminology that labels the movement changes, but the values of the movement persist. Only through the retention of the best of the old and through open-mindedness to the possibilities of the new has progress been made, and only in that way can it be made in the future.

Teachers who have participated in bringing about desirable changes in educational practices in the past have differed greatly, and those who continue to effect progress will differ also. Teachers cannot, however, be divided, with any degree of fairness, into sharply contrasted groups, such as progressive and unprogressive, or creative and imitative. Every teacher is likely to find herself high in the scale of creativeness and progressiveness at one time, and perhaps lower in the scale at another. Regardless of the transitory labels of the movement, and in spite of differences among teachers, the fundamental values survive.

<sup>1</sup> See Child Development chart at end of book, pages 339-349.

To develop the whole child has been the concern of farsighted teachers for a long time. To find better ways of helping children to do more and better thinking has always challenged sincere teachers. To help children develop initiative along with growing self-control has always concerned conscientious teachers, whose good practices have survived many different "methods" and many passing enthusiasms. To provide opportunities for children to practice co-operation under wise guidance has also long been an aim of good teachers. These values are still our major concern and our responsibility is obvious.

Fortunately, we now know more about the "whole child" <sup>1</sup> than we have ever known before. Having learned that thinking is done by means of experiences, we have found better ways of helping children to do more and better thinking. Through encouraging individual expression and better effort, we have learned more about developing initiative; and in our present social order we find greater needs, and stronger motives, and wider opportunities for co-operation.

## II. RECENT TRENDS IN THE TEACHING OF READING

Unlike Topsy, the modern reading program has not "just grewed" but has been modified in the light of scientific research, of the needs of the children, of the demands of a changing social order, and of practical classroom considerations. Some of the most significant recent developments are:

<sup>1</sup> See Chart on pages 339-349.

1. Increasing interest in the problem of Reading Readiness and its educational implications.

2. Broadening of the reading program to include materials from many fields, particularly from the fields of social studies and natural sciences; and to include more reading materials which are related to the children's individual experiences and group undertakings.

3. A tendency to make both reading material and method suggestive of classroom activities.

4. A larger and more effective use of the classroom library.

5. A shifting from "mechanics for their own sake" to "mechanics subordinated to thought."

6. A shifting of emphasis from mere "busy work" to purposeful self-directed activities.

7. Increasing attention to the prevention of the formation of bad habits in reading and to the diagnosis and correction as far as possible of difficulties before these produce remedial cases.

8. A shifting of emphasis from mass teaching of reading to the teaching of small groups and to the meeting of individual needs.

### III. CONTRIBUTIONS OF THE CHILD DEVELOPMENT SERIES TO THESE ENDS

The *Child Development Readers* contribute to and extend the developments listed under II in the following important ways:

1. Particular attention is given to the problem of Reading Readiness.

a. The plan for the pre-reading period is based upon children's individual needs and is carefully developed to prepare children for the reading of the primer rather than to give them an extended period of diluted reading before they are ready for it. This plan neither pre-digests the content of the primer, nor overwhelms the children with a different vocabulary.

b. The importance of Reading Readiness is also recognized throughout the grades and is provided for in the following ways:

Through context that is designed to stimulate, keep alive, and use Reading Readiness in children.

Through suggested diagnostic and remedial work for problem cases in all the grades.

2. The series provides a variety of informational material in various fields, particularly in the social studies and natural sciences, through pictures and discussion *prior to* and *along with* very simple reading materials. In other words, the experience background through which information is acquired is always in advance of the reading requirements.

### *Examples*

a. The entire pre-primer, *Everyday Doings*, which prepares for an understanding of the primer by providing social experiences instead of giving merely a diluted vocabulary drill.

b. The primer, *Everyday Fun*, which provides for orientation and for extension of social experiences through pictures, searching questions, discussion, and context which stimulate thought at every step.



c. The first, second, and third readers which offer further opportunities for interpretation and extension of experience and informational background.

See *Everyday Fun*, pages 2, 24, 48, 53, 55, 92, 106.

See *Everyday Friends*, "In the Train," "More Surprises."

See *Visits Here and There*, "Dick Reads the Signs," "How the Fireman Found the Box."

See *Neighbors Near and Far*, "Buster Bear Nearly Breaks up School," "To Market with Lorenza."

Most of the reading material is "experience reading" — the vital onmoving experiences of book-children at home and at school, rather than dull descriptive statements of fact. From the beginning the pupils are taken into the author's confidence, and they move along together through the adventures of the book-children.

3. A variety of individual and group activities is suggested by both the context of the readers and the methods described in the manual. For example, the first primer story suggests painting and drawing, activities possible in any classroom. In similar fashion "Making a House," on page 62, and "Something for the House," on page 74, suggest classroom activities.

4. Suggestions for the development and use of the classroom library are given in the manual and are also embodied in the content of the readers themselves. For example, the second reader and the third reader have library units which show different uses that may be made of the classroom library.

5. Mechanics are given sufficient consideration to insure mastery and growing independence of attack on new read-

ing material but the mechanics are not kept uppermost in the child's mind. His interest is in the selections and his interpretation of them. Word practice *follows* the first reading of the whole story and is varied according to the needs of different groups of children. Phonics is functional and inherent in the developing context. Practice in sound and form discrimination is given at the time it is needed and to the children who need it. (See page xxviii for further discussion of point of view and method in phonics.)

6. Ample provision is made for purposeful, self-directed reading activities through:

a. Practice books which follow the reading of the stories and use the vocabulary in new and interesting ways, stressing interpretation of thought rather than mere memory-testing material. (The use of the Practice books is optional.)

b. Suggestions given in the manual for other types of work that children may profitably carry on when the teacher is busy with another class.

7. Particular attention is given to individual diagnosis of difficulties which might prevent success in beginning reading or at least retard the process of learning to read. Suggestions concerning ways of overcoming these difficulties are also given. Children may then be grouped according to their needs. (See page xx of the manual.)

8. Another very important feature of this series is the natural and progressive teaching method which is inherent in the illustrations and in the stories themselves. The school experiences in which the book-children participate

are developed according to high standards of progressive primary teaching. Some examples are:

"Christmas Plans," page 110 of *Everyday Fun*.

"The Newspaper," page 107 of *Everyday Friends*.

"Lunch Time at School," page 97 of *Visits Here and There*.

"Putting the Library in Order," page 32 of *Neighbors Near and Far*.

#### IV. THE STATUS OF READING IN THE MODERN PRIMARY SCHOOL

Unfortunately, the process of teaching reading is too often made unnecessarily painful to both teacher and pupil.

Several major factors contribute to this situation. (1) Often teachers are obliged to try to teach children to read before the children have had the necessary social experiences which would make it possible for them to read with understanding and enthusiasm. (2) Sometimes reading has too little connection with children's purposes and undertakings. (3) Sometimes the mechanics of reading assume unnecessary and undesirable prominence.

The modern primary school seeks to prevent these major difficulties by providing a challenging school environment out of which vital "doings" grow. Through these "doings" children learn to think logically, to express their thoughts freely, and acquire the desire to read in order to further their own plans and undertakings.

For example, the pre-primer booklet of this series does much to provide a desirable preparatory background for reading. Through discussing pictures and telling stories about them the children not only extend and clarify ex-

periences, but learn to talk logically and to practice in a vital manner some important techniques which they will use in book reading. (See page 3 for further discussion.)

The activities of a modern primary school consist always of "meaningful doings" which are closely identified with the reading material and with the children's own purposes and plans. To provide adequate space for such work, the furniture and equipment should be arranged in an informal setting. It is only in such a setting that children can adequately clarify and extend their experiences.

In the plan of the Child Development Series, many such "doings" are suggested by the readers themselves. For example, the parts of the primer that deal with painting and drawing, the trip to the farm, and the Christmas activities suggest vital classroom "doings." Thus reading itself is preceded and accompanied by experiences which insure the understanding of what is read, and the ability to read develops in accordance with the children's needs and not in disregard of them.

Mechanics are kept on a strictly functional basis.

Adequate preparation is given for building sensitivity to sound before expecting children to connect sound and symbol and to use this knowledge in new pronunciations. (See section on phonics, page xxviii.)

The manual suggests a procedure in connection with each story which makes the practice on words and phrases an inherent part of the reading process and a step which is recognized by the child as an aid in getting further satisfaction from the story.

## V. THE PROBLEM OF READING READINESS

### A. Causes of Reading Difficulties

One of the most serious and continuing conditions in our elementary schools is that of the large number of children who fail to be promoted in first grade because they have not learned to read. From twenty to thirty per cent of the children in first grade classes experience failure at the beginning of their school career. Children are entitled to a successful beginning in their school work. Most children come to school wanting to learn to read, but too many of them become discouraged early in the process. The failure of these children to attack successfully the problem of learning to read cannot be attributed to one cause alone. In some cases it is probably due to poor teaching; in others to low mentality of the pupil. Children of high mentality, however, sometimes fail to start reading successfully under the best of teaching, particularly when a beginning is attempted before the pupil has a sufficient background of experience to make his reading meaningful. For this reason and others, a lack of reading readiness is known to be one of the large causes of failure to make a successful start in reading.

Lack of reading readiness may be due to a few or to many deficiencies combined in different proportions in different cases. Sometimes these deficiencies are so serious as to require much remedial treatment. Very often, however, only a preparatory period is needed, one in which the pupil is stimulated and guided to think logically and to express orally his ideas about experiences that are vital to him then and there. Some causes of a lack of reading readiness follow.

### 1. *Meager Experience*

This is the most common and significant factor in the lack of reading readiness. Reading is essentially a social process, built upon experiencing. Children who enter the first grade lacking wide experience in harmony with their interests, must acquire it before they are ready to read. The school can provide it.

Because there are homes in which there is a lack of good books, magazines, and happy story times, the use of these becomes imperative as pre-reading activities in the school which is to educate children who come from such homes.

Again, when a child's opportunities to work and play with other children have been very limited or entirely lacking, the school has to make up the deficiency.

### 2. *Difficulties of Oral Expression*

*a. Limited Speaking Vocabulary.* A child is not ready to learn to read until he has had many interesting experiences to talk about, and much practice in expressing his ideas in logical sequence. A child whose speaking vocabulary has been limited largely to single words or phrases is sure to find the sentence structure of blackboard stories and primers difficult. Children who hear only a foreign language at home need even more opportunity than those of limited experience to hear and use the English language in connection with interesting school undertakings before they are taught to read.

*b. Speech Defects.* Speech defects such as stammering, stuttering, baby talk, lisping, etc., frequently complicate the problem also.

*c. Careless Speech Habits.* Using incorrect forms, mis-



understanding word meanings, slovenly enunciation, inaccurate pronunciation, using incoherent groups of words instead of sentences are entirely too common and contribute too often to the child's lack of success in learning to read. To correct such habits, the child must first be made conscious of correct, accurate, and beautiful speech wherever he hears it and must come to feel that it is highly desirable for him as well as for others. The example of the teacher is highly important here.

### 3. *Physical Defects*

*a. Sight.\** Of course the teacher should watch for evidences of eyestrain and of visual defects.

*b. Hearing.* Sometimes partial deafness is a contributing cause to reading difficulties. Children who do not follow directions, who omit endings, mispronounce words, and confuse consonant and vowel sounds, may be suspected of suffering from defective hearing.

*c. Muscular Control.* Occasionally a child is discovered who lacks motor control, particularly of eye muscles. Definite training to lengthen the eye span and to guide the direction of the eye movements should be given to these children.

\*Betts Ready to Read Tests and Keystone Ophthalmic Telebinocular, valuable aids in detecting potential visual difficulties, may be obtained from Keystone Views Co., Meadville, Pa.

### 4. *Other Difficulties*

*a.* Other difficulties, such as inability to distinguish left and right, lack of knowledge of direction in which words



should be read in context, inability to tell a story in logical sequence from beginning to end, difficulty in discriminating likeness and differences of form and sound, and lack of interest in symbols of reading, may also complicate the problem.

b. Personality difficulties must also be given consideration. Emotional instability, wrong attitudes, and unsocial tendencies must be dealt with before the highly social process of reading can proceed successfully.

The following Reading Readiness chart should be helpful to the teacher in grouping beginning children according to their Reading Readiness needs. The chart may be used at any point in kindergarten or first grade when it is needed.

### READING READINESS CHART

Name of Child.....

Chronological Age..... Mental Age.....

I.Q. if available.....

Teacher's estimate of child's general ability.....

#### I. Experience Background:

Kindergarten experience? Yes. No.

Length of time in kindergarten.....

First grade experience? Yes. No.

Length of time in first grade.....

Availability of books and story-telling opportunities in home:

*Underline one:* Exceptionally good, average, fair, limited, practically none.

Extent of opportunity to work and play with other children:

In home..... (Describe briefly — number and ages of brothers and sisters; available play space in yard; toys for indoor play; outdoor play equipment, etc.)

.....

In neighborhood. . . . . (Describe briefly — number of children of similar age; attitude of parents toward playing with others, whether encouraging, neutral or discouraging, etc.)  
 . . . . .

II. Difficulties of oral expression:

(Check all that apply.)

*Suggested Helps*

1. Limited Speaking Vocabulary

Uses very little speaking vocabulary. . . . .  
 Speaks in monosyllables or phrases. . . . .

Provide many experiences to talk about and encourage child's participation in discussion.  
 Provide many opportunities for telling stories about pictures, telling familiar stories and dramatizing short stories full of dramatic appeal and action.  
 Tactfully commend fluent oral expression of other children.  
 Enlist child's interest in own improvement in making "longer and smoother stories."

2. Foreign Language Handicap

Foreign language spoken in home. . . . .  
 What language? . . . . .

Provide opportunities for matching of words, phrases, and sentences, with pictures and objects, and saying appropriate words.  
 Encourage participation in discussion, stories, and dramatization.  
 Enlist child's interest in own progress in "speaking English."

3. Careless Speech

Types of errors consistently made  
 . . . . .  
 . . . . .  
 . . . . .  
 . . . . .  
 . . . . .

Incidentally, but consistently, call attention to good voice, clear speech, good English, etc., of the children and self.  
 Correct errors quietly and tactfully so as not to hinder spontaneous expression.  
 Enlist child's interest in own speech improvement.

|                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| II. Difficulties of Oral Expression<br>( <i>cont'd</i> ):                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                           |
| 4. Speech Defects<br>Lisps.....<br>Stammers.....<br>Stutters.....                                                                                                                                                                                                                      | <p style="text-align: center;"><i>Suggested Helps</i></p> <p>Refer to speech clinic if possible.<br/>References for teacher's use *<br/><i>Note:</i> Teacher may aid stutterer by having him swing his hand rhythmically at side when trying to talk.</p> |
| <hr/> Uses baby talk.....                                                                                                                                                                                                                                                              | <hr/> Enlist child's interest in overcoming "bad habits" that keep him from reading as well as others. Appeal to his interest in growing up.<br>Enlist co-operation of parents.                                                                           |
| III. Physical Defects:<br><i>Check those that apply</i>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |
| 1. Sight<br>Apparent eye deformity?...<br>What kind?.....<br>Evidences of eye strain?....<br>Squints.....<br>Holds book too close.....<br>Holds book too far away..<br>.....<br>Evidences of inability to see from distance?.....<br>Pronounced lack of muscular control of eyes?..... | Enlist co-operation of parents if possible in securing services of eye specialist.<br>Appeal to welfare agency if necessary.<br>Keep child close to active working center at all times.                                                                   |
| <hr/> Short eye span.....                                                                                                                                                                                                                                                              | <hr/> Use flash cards, first with pictures, then words. Begin with one picture or one word, increase to two, then to sentence. Child describes pictures briefly or reads.                                                                                 |

\* Travis, Lee Edward: *Speech Pathology*. D. Appleton Company. 1931.  
Borden and Busse: *Speech Correction*. F. S. Crofts and Company. 1925.

III. Physical Defects (*cont'd*):

2. Hearing

Evidences of incomplete hearing:

Repeats spoken words incorrectly.....

Does not seem to hear directions at seat but responds well in classes.....

Omits endings of words...

*Suggested Helps*

Enlist co-operation of parents if possible in getting auditory test and remedial treatment.

Keep child close to working center at all times. Train him to watch lips.

IV. Other Difficulties:

1. Does not distinguish left and right .....

Give practice through everyday experiences.

For example:

Through frequent reference to objects or persons at left or right of others.

Teachers may say:

"The paste is at the right of the scissors box"

or

"Put the bowl at the left end of the shelf"

or

"Mary, sit at the right of John"

or

"Take the drum in the left hand and the stick in the right," etc.

Avoid holding up own left or right hand when facing children.

2. Does not realize the direction in which words are read in context.....

Show child how we read a line of print from left to right.

Use serial pictures.

Insist that words, phrases and sentences from blackboard be erased from left to right.

Avoid columns of words or numbers until left-right movement is formed. Permit no unsupervised writing until child has formed habit of making letters properly.

Have child point to *first* word in sentence; slip marker *smoothly* and *quickly* from left to right as he, or the teacher, reads.

---

#### IV. Other Difficulties (*cont'd*):

3. Is unable to tell story in sequence from beginning to end

.....

#### *Suggested Helps*

Provide practice with serial pictures. Begin with simple stories and increase difficulty.

Encourage pantomime and dramatization of parts of story in proper order.

- 
4. Has difficulty in discriminating likenesses and differences in form.....

Provide opportunities for matching pictures of familiar objects, and later words that have the same general shape.

Later provide for recognition of likenesses and differences in words, phrases and sentences.

Call attention to peculiarities in word forms.

(Cues should not be too numerous and should be discarded as soon as possible.)

- 
5. Does not show interest in signs, advertisements or labels.....  
Is interested in pictures and picture books but not in word titles and other reading matter in the books.....

Refer to signs, labels, etc., occasionally to see if this interest is developing.

Keep watching for it and *when it occurs* build upon it.

---

- |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. Is not sensitive to sound likenesses and differences. . . . .</p> | <p>Watch for growing sensitivity to sound and build upon it.<br/>         Call attention to children's names that have the same beginning sound as the child's own.<br/>         Make use of rhymes of interest to children.<br/>         Call attention to similarities in rhymes.<br/>         Play games with slow pronunciation of words by teacher and guessing of words by children.</p> |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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V. Personality Difficulties:

- |                                                                                           |                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Shy, probably because of lack of social contacts . . . . .</p>                      | <p style="text-align: center;"><i>Suggested Helps</i></p> <p>Provide varied materials for experimentation and commend efforts.<br/>         Help child get acquainted with other children and experience success in working with them. Keep group small at first.</p> |
| <p>2. Excessively timid . . . . .</p> <p>3. Withdrawing type of personality . . . . .</p> | <p>Enlist aid of specialist in child guidance if possible.<br/>         Helpful reference: Wickham: <i>Children's Behavior and Teachers' Attitudes</i>. Commonwealth Fund, 578 Madison Ave., New York City.</p>                                                       |
| <p>4. Fearful . . . . .</p>                                                               | <p>Enlist co-operation of home.<br/>         Help child to face fears and overcome them.<br/>         Help child achieve success.</p>                                                                                                                                 |

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*Note:* See Dr. Marion Monroe's book, *Children Who Cannot Read*, University of Chicago Press, for an excellent discussion of causative factors and of remedial measures for reading difficulties. See also, M. Lucile Harrison's book, *Reading Readiness*, Houghton Mifflin Company, for concrete and practical suggestions about the reading readiness of pupils.

Personality Difficulties (*Cont'd*):*Suggested Helps*

5. Lacking in self-confidence . . . .

Provide many opportunities for experimentation with materials, people, ideas.

Commend success.

6. Inclined to worry . . . . .

Investigate home conditions. Enlist co-operation of parents in removing causes. Avoid any pressure in school work.

7. Passive . . . . .

Try to find a vital interest of child and build upon it. Give child work at which he can succeed. Be enthusiastic about his accomplishments.

8. Inattentive . . . . .

Look first for physical cause. Find challenging task suitable to the child. Require its accomplishment.

General reference: Burnham: *Wholesome Personality*. D. Appleton Co.  
 Monroe, Dr. Marion: *Reading Aptitude Tests*. Houghton  
 Mifflin Company.

**B. The Classroom Library and Reading Readiness**

The teacher can also learn much about the reading readiness of the children by watching their reactions to books on the library table. Some children will soon tire of the books. Some will not only look at the pictures but will also show an interest in "what it says here," or "what this word is." The first opportunity for the children to become acquainted with the library corner and its use may convince the teacher that it would be desirable to equip more than one library table in the room with material varied to meet the needs of the different groups.



Such material must not only be replenished often but must also be carefully planned to meet the advancing needs of the children. The less mature children will form wrong habits of handling books and wrong attitudes toward reading if the materials on their library table demand techniques they are not ready for. Again, the more mature children who show an interest in actually reading will soon become bored unless the library table material is sufficiently challenging to keep them interested in its mastery. Above all, children must not be permitted to "paw" the books. Their library table must continually offer a challenge which they can meet with satisfaction. Of course they will need encouragement and guidance in the use of the library material.

At first, the library table for immature groups should have upon it some simple colored pictures mounted on cardboard, some good picture books which the teacher will read to the children, and perhaps a book of paintings and another of drawings made by a former class. To the group of children who are interested in "what it says," the library table should offer pictures with printed labels and duplicates of these labels for matching, some short printed stories of a line or two with illustrations in bright color, and some simple readers.

Suggestive book lists for the early stages of library work can be found in the following books:

Dalglish, Alice: *First Experiences with Literature*. Charles Scribner's Sons.

Mahoney, Bertha E. and Whitney, Elinor: *Realms of Gold in Children's Books*. Doubleday Doran & Co. (An excellent suggestive purchase list for children's books.)

Moore, Annie E.: *Literature Old and New for Children*. Houghton Mifflin Co. 1934.

*Teachers Guide to Child Development*, prepared by the California Curriculum Commission and published by the State Printing Office at Sacramento. Chapter VIII, "The Activity Program and the Teaching of Reading." (This chapter is published also as a separate bulletin by the U.S. Office of Education in Washington, D.C.)

Wright, Lula E.: *A First Grade at Work.—A Non-reading Curriculum*. Published by Lincoln School of Teachers College, Columbia University, New York City.

## VI. FUNCTIONAL PHONICS IN THE PRIMARY READING PROGRAM

There is no general agreement in educational circles concerning either the amount of phonics that should be given to children or the "best method" of helping children to acquire phonetic power. There is, however, a general agreement that phonetic analysis of words should be postponed until children have acquired a certain facility in reading with understanding and appreciation, and that it should be given only to children who need it and at the time they need it.

No doubt some of the differences of opinion regarding the use of phonics in the primary grades are due to different interpretations of the term itself and to misconceptions of what phonetic ability can do.

Teachers must understand that "getting" a word involves recognizing it by sight, acquiring the ability to pronounce it, and understanding its meaning. Phonetic ability can do only one thing directly, — give assistance in pronouncing words.

Furthermore, teachers must keep in mind that from the

standpoint of reading, a word may be new to a child in more than one respect. In one class of words, those which the child uses to express his ideas orally, the printed form only is new; in another class, everything may be new, printed form, pronunciation, and meaning.

When a child meets a phonetic word of the first class, in which the meaning and pronunciation are already known, his phonetic ability may enable him to pronounce the word. When his ears hear the familiar pronunciation, he gets the meaning of the word. With these words phonetic ability helps him to "get" the word, but it is done indirectly through hearing and interpreting.

When a child meets a phonetic word of the second class, a totally new word, phonetic ability may help him to pronounce it, but it still leaves him a stranger to the meaning. He still has to "get" that word.

We must remember, too, that of all the phonetic words in our unphonetic language, only a limited number are in the oral vocabulary of the child. This fact has an important bearing on the use of phonetic ability, particularly in grades above the first.

Vocabularies of primers and first readers are likely to be made up of words which are in the child's spoken vocabulary. Hence they belong to our first class of "new" words. Phonetic ability may be safely developed with these words as they are met in context. If, however, overemphasis is used here in applying phonetic power to words out of context or to words in context without directing the pupil's attention to the meaning, he is likely to get the erroneous impression that pronunciation is the prime requisite of

reading. In later years his reading would then show the fatal habit of pronouncing new words and of feeling satisfied to know nothing more about them. It is for such reasons that phonetic work in the beginning grades should be confined to words as the pupil meets them in meaningful context.

Phonetic analysis as an approach to beginning reading has long been questioned. Because it was used apart from content, it resulted in fluent word pronouncing rather than in reading, and gave the child a misconception of what reading really is.

The inevitable reaction against such an approach was so strong that for a time teachers were almost afraid even to mention phonics for fear of being labeled unprogressive. The reaction went so far that children who needed phonics were deprived of the assistance phonetic ability could give. At the present time, a moderate and modern point of view holds that phonics should never be used as an approach to beginning reading. It should be used only as an aid to pronunciation and enunciation for the children who need that help and at the time that they need it, and always in close relationship to the context.

Pronunciation and enunciation, then, rather than word-getting, are the immediate aims of phonics. The first step in the development of a phonetic sense is the cultivation of a sensitivity to sound. Children should be led to hear a particular sound in many different words in context before they can reasonably be expected to see the connection that sound has with its corresponding printed symbol. The consciousness of this connection grows slowly

and is greatly dependent upon this preparatory sensitivity to sound. If it is forced upon children during their first reading experiences, it becomes a hindrance rather than a help to fluent, thoughtful reading. Only after children have acquired a considerable vocabulary through meaningful context, and a sensitivity to sound through repeated recognition, should their attention be directed to the connection that exists between certain sounds and the printed symbols for them.

Many children in the fast-moving groups will make these discoveries for themselves. The alert teacher will then build upon their discoveries as it seems necessary. Slow children and those with a foreign language handicap will probably need to have the likenesses pointed out to them. They will also need more opportunities to hear the sounds and see the words in meaningful context. In both cases sound consciousness, and later the association of sound and printed symbol, should be developed with context that is moving forward.

Throughout this manual, therefore, emphasis is placed on functional phonics by giving page by page suggestions which should lead the pupil to discriminate sound in certain words and to associate the sound with the appropriate part of the word.

1. Initial sounds. See pages 85, 86, 95, etc.
2. Some of these same sounds when found on the end of words. See pages 102, 122, 140, etc.
3. Some small familiar words in larger words such as *fun* in *funny* and *he* in *here*, and *and* in *hand*. (The independent pronunciation of the small word must always be the same

as that used in the pronunciation of the larger word.) See pages 95, 120, 144, etc.

## VII. PRINCIPLES OF PROGRAM-MAKING

In a stimulating school environment interests will develop thick and fast and the daily program will evolve in connection with these interests. In order that a well-balanced program may result, certain principles of good program-making should be kept in mind. These principles are stated in a simple and helpful way in the *California Teachers' Guide to Child Development*.<sup>1</sup> They are, in the main, as follows:

1. Long periods for related activities rather than many short periods, and elastic time allotments rather than rigid time schedules.
2. Opportunities for children to share in the planning of the daily program, through daily conference or discussion periods in which they develop interests, make plans, select materials, evaluate work, and discuss new steps.
3. Provision for encouraging wholesome living through
  - a. Daily time for physical activities and free play.
  - b. Daily time for lunch and rest.
  - c. Time for developing good health habits (not a period for teaching health habits but continual attention to practicing right ones).
4. Daily opportunities for creative expression through
  - a. Freedom to follow individual worthwhile desires.

<sup>1</sup> California Curriculum Commission: *Teachers' Guide to Child Development*. State Department of Education, Sacramento, California.

b. Enlargement of experience and opportunities for spontaneous expression after each experience.

c. Sustaining real motive in all of the children's work.

d. Rich experiences of enjoying what is beautiful — learning to feel deeply and appreciate fully.

(This would involve development and sensitivity to beauty of sound, color, arrangement, and rhythm — appreciation of beauty in simple things.)

e. Withholding lessons in the technique of "art work" until the child has experienced a need for them.

f. Watching the child's growth rather than the product of his efforts.

5. Provision for enjoyment and growth in appreciation of the arts.

6. Provision for acquaintance with an enjoyment of the natural world.

7. Provision for acquiring the subjects and practicing the skills needed to carry group and individual activities further.

8. Provision of balance and variety in the day's activities.

The following suggested references on program-making and teachers' and children's planning will be helpful:

Lincoln School Staff: *Curriculum Making in an Elementary School*. Chapter IV. Ginn & Co. 1927.

Nulton, Lucy: *The Conference Period*. Article in *Educational Method*. March, 1931.

Porter, Martha Peck: *The Teacher in the New School*, Chapter II. The World Book Co. 1930.

Rugg and Shumaker: *The Child-Centered School*, pages 70-73. The World Book Co. 1928.

Stevens, Marion P.: *Activities Curriculum in Primary-Grades*, pages 31-44. D. C. Heath & Co.



## VIII. CLASSROOM ACTIVITIES FOR CHILDREN BEGINNING FIRST GRADE

Just what "doings" to encourage is a problem the teacher faces anew with each group of beginning children. A teacher who tries to impose upon her group of children a "unit of work" which has been glowingly described by some other teacher often finds that it does not work successfully. Sometimes, also, a teacher is surprised to find that her new group of children reacts very mildly to an interest which challenged the thinking of last year's group.

And yet, in spite of the differences in the personalities and backgrounds of the six-year-olds there is a core of interests which can usually be foreseen and planned for.

### A. Individual and Small-group Undertakings

It is reasonable to expect the children to continue their individual experimentation with materials for a while, particularly if the materials are new to them, if they have not had opportunities for their use in the kindergarten or the home. This experimentation may take many different forms, according to the materials and space available in the classroom.

Some possibilities along this line are:

- a. The painting of pictures on an easel or strip of wallboard.
- b. Drawing with large crayons, easel fashion.
- c. Experimenting with clay, wood, and construction materials to express ideas or contribute to dramatic play.

d. Making needed costumes, such as paint aprons of cloth, oilcloth, or heavy tar paper.

e. Supplementing the furnishings and equipment of the classroom in some ways such as the following:

Making a pet cage and learning to care for visiting pets.

Making a scarf and perhaps bookends for the library table.

References: Knox, Rose B.: *School Activities and Equipment*. Houghton Mifflin Co.

Stevens, Marion P.: *The Activities Curriculum in The Primary Grades*. D. C. Heath & Co.

f. Getting acquainted with and enjoying the library table material.

References to help teachers of beginning first grade meet the needs of children with library material:

California Curriculum Commission: *Teachers' Guide to Child Development*. Chapter VIII, pages 568-597.

Dalglish, Alice: *First Experiences with Literature*. Charles Scribner's Sons.

Terman, Lewis M. and Lima, Margaret: *Children's Reading*. D. Appleton-Century Co. Inc. 1931.

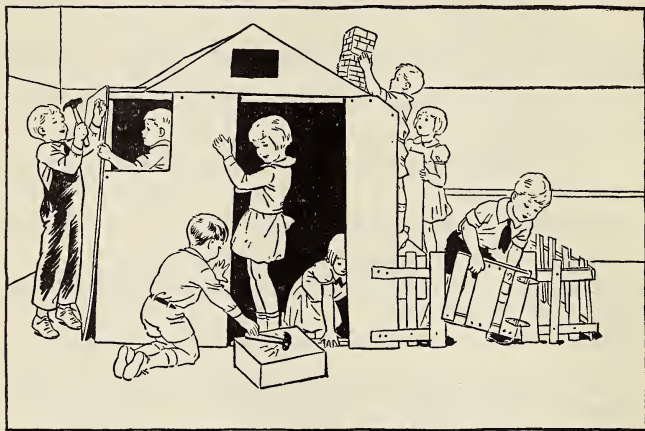
(See also section on the Library and Reading Readiness, page xvii.)

## B. Larger Group Activities

After the children have had time to experiment individually with a variety of materials and to adventure together in new directions, longer and more comprehensive units of experience will undoubtedly develop. Of course, these larger interests will also vary according to the home background of the children, the school environment, community interests, and the insight of the teacher. There are, however, a number of different possibilities, mostly connected

with home and immediate community activities, which promise success in first grade classrooms during the first few weeks of school. Some of these are discussed briefly here.

1. Fitting up a play-corner as a playhouse, making crude furniture, perhaps to supplement some doll furniture that has been brought from home.



Playing with a large doll or dolls in this corner may lead to the construction of a playhouse. Many supplementary activities will then probably be involved. For example, making curtains for the playhouse; making chairs, beds, a toy piano, and other furniture from orange crates and blocks; making a telephone from a large spool or empty breakfast food carton, a small spool, and wire; making a telephone book with the children's names, and perhaps their addresses and real phone numbers; a rock garden, or

window boxes, with real plants if possible; etc., etc. If the classroom is too small to accommodate comfortably a playhouse big enough to play in, perhaps one can be built in the yard. Empty victrola or piano boxes, or heavy cardboard mattress boxes, can easily be transformed into a satisfactory playhouse. Pieces of celotex or other heavy wall board can also be used indoors.

Children entering first grade, especially those who have not had kindergarten training, are likely to be overwhelmed with the difficulties encountered in constructing a large playhouse from pieces of lumber. They want to get a quick result and begin to play. If the difficulties of construction are too great they are likely to leave the house unfurnished or to tire of it if compelled to complete it. If sufficient floor space is available, "playing house" may lead into the representation of streets, stores and other community interests and means of transportation.

2. Reliving summer experiences such as camp life, or visits in country or city.

If the floor space is limited these interests may find expression in a movie made by the children, or perhaps in a frieze depicting their vacation fun. The library table will, no doubt, contribute related picture books. Discussions, stories, and dramatic play will probably carry the interest along.

If sufficient floor space is available, these interests may find expression in constructive and representative play on the floor of the classroom.

Such play will develop faster and more completely if the beginning first graders can find in the classroom toy animals, trains, boats, blocks, etc., to start the fun. At

once other equipment may become necessary to the carrying out of plans, and paper, clay, wood, cloth, and other accessory materials will be fashioned into fascinating wharves, streets, forests, or highways. Where school-rooms permit the use of free floor space for such play and the preservation of these representations, it is easy for the teacher to guide the developments into ever wider and more significant learning experiences.

The children can achieve a connected course of actions in many different lines if the teacher is alive to the possibilities of leading these interests into many related fields of science, art, music, etc., at the level which children can understand and appreciate.

3. Preparing for and giving a party, open house, or assembly.

a. A party to celebrate Halloween, Christmas, or a child's birthday.

b. An open house to welcome parents in the school-room and to show them the regular activities of the school for a period.

c. A simple assembly or an entertainment for another class.

These larger activities may involve many smaller ones such as:

a. Simple dramatization or bit of dramatic play.

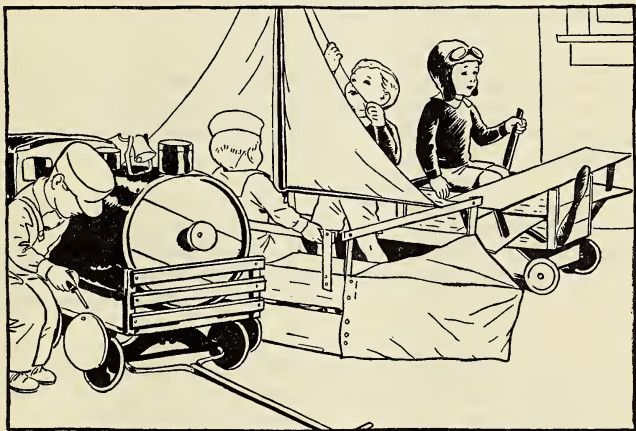
Suggested reading: Corinne Brown: *Creative Drama in the Lower School*. D. Appleton-Century Co. Inc.

b. Preparation of simple refreshments for the guests: making candy, custard, jello or gingerbread cookies, cooking vegetables grown in the school garden or making a salad out of them.

c. Giving a puppet show.

d. Arrangement of a children's art gallery containing the children's drawings and paintings. Perhaps numbering the pictures and preparing a catalogue or having a child act as a guide to explain the pictures to visitors.

4. An interest in transportation may lead to the building of a large street car, bus, airplane, or boat, which the children can get into and enjoy.



5. Stores of different kinds may be built. For example: a cash and carry store, a general store, a cafeteria, a clock store, a department store, a flower shop, a pet store, a furniture store, etc.

6. A visit to the zoo or park may lead to the building of a zoo in the school or to an interest in a play circus.

*Note:* Many other suggestions for classroom activities large or small are given in the page by page teaching suggestions.

## IX. MAJOR OBJECTIVES OF CHILD DEVELOPMENT READ-

| <i>Attitudes</i>                                                                                                                   | <i>Skills</i>                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Keen interest in illustrations in their relation to context.                                                                       | Ability to foretell context from illustration.                                                                                                  |
| Vital interest in reading, and consciousness of reading as expression of meaning.                                                  | Ability to interpret what is read with increasing skill.                                                                                        |
| Satisfaction in acquiring new vocabulary and in recognizing and interpreting known vocabulary in new context.                      | Ability to find sentences, phrases, and words in context; and to recognize these words in new settings.                                         |
| Appreciation of own ability to convey thought to others through reading, and appreciation of pleasure given by others in this way. | Increasing ability to convey thought and to give pleasure by oral reading and increasing ability to catch thought given by others and enjoy it. |
| Appreciation of ability of self and others to show that silent reading has been thoughtful.                                        | Ability to tell what has been read or to show in some other way that thought has been gained.                                                   |
| Desire to own books and to supplement school reading from home and library.                                                        | Growing ability to use varied reading materials, sensitivity to signs, labels, etc.                                                             |
| Growing appreciation of the part reading plays in child's own life.                                                                |                                                                                                                                                 |
| Appreciation of value of overcoming lip reading.                                                                                   | Growing ability to read without lip movement.                                                                                                   |



ERS IN TERMS OF CHILDREN'S DEVELOPMENT (First Grade)

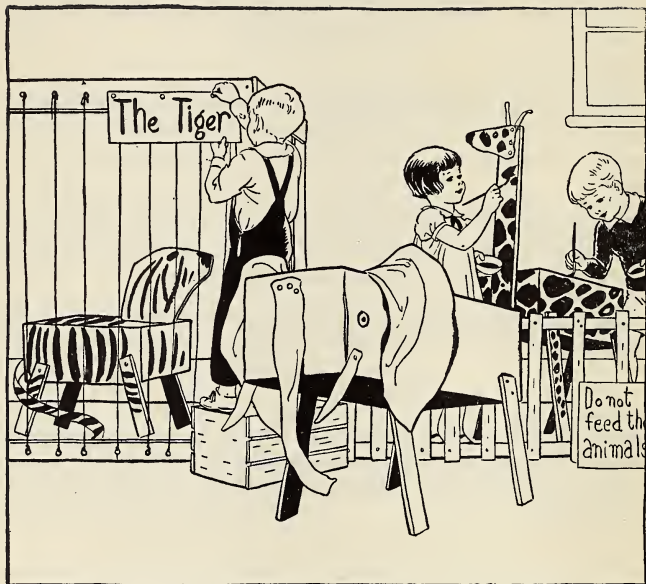
| <i>Habits</i>                                                                                         | <i>Knowledges</i>                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Habit of looking at illustrations for clue to context.                                                | Understanding that the meaning of the content might be detected and developed through interpretation of illustrations. Pertinent information gained through the use of illustrations.                    |
| Habit of reading thoughtfully and appreciatively.                                                     | Realization that thoughtful reading and discussion brings greater interest and satisfaction. Widened informational background gained through reading and discussion.                                     |
| Habit of looking for clues to recognition of new words and of identifying known words in new context. | Consciousness that the increased fund of meanings called to mind by words, phrases, and sentences, improves reading power. Increased fund of meanings associated with new words, phrases, and sentences. |
| Habit of constructive criticism of own oral reading and that of others.                               | Realization that increasing power gives pleasure to others and to the reader himself. Knowledge of standards for oral reading.                                                                           |
| Habit of thoughtful silent reading.                                                                   | Understanding that comprehension of what has been read may be indicated in many ways. Knowledge of desirable ways of checking comprehension.                                                             |
| Right habits of care of books.                                                                        | Realization that reading of many kinds of material brings pleasure and enhances the reader's experience. Growing taste in choice of reading material.                                                    |
| Habit of reading with decreasing amount of lip movement.                                              | Understanding that lip movement can be overcome with care. Growing knowledge of ways of helping self overcome lip movement.                                                                              |

## IX. MAJOR OBJECTIVES OF CHILD DEVELOPMENT READ-

| <i>Attitudes</i>                                                                                                                      | <i>Skills</i>                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Appreciation of the value of avoidance of word pointing by self and others.                                                           | Ability to read without pointing to separate words.                                           |
| Appreciation of smooth, rhythmic reading by others and by self.                                                                       | Growing ability to read with proper rhythmic sweep of eyes.                                   |
| Growing appreciation of own consciousness of sound differences and similarities.                                                      | Growing ability to apply knowledge of sound and related symbol in pronunciation of new words. |
| Growing appreciation of well modulated reading voice and of clear enunciation and pronunciation.                                      | Ability to read material of growing complexity clearly and naturally.                         |
| Beginning of scientific attitude. Appreciation of verified information. Appreciation of value of checking own use of time in reading. | Growing ability to search for information and to propose and answer thought questions.        |

ERS IN TERMS OF CHILDREN'S DEVELOPMENT (*continued*)

| <i>Habits</i>                                                                        | <i>Knowledges</i>                                                                                                                             |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Growing habit of reading smoothly without pointing except to first word in sentence. | Realization of advantages in avoiding pointing. Growing knowledge of ways of helping self avoid pointing.                                     |
| Habit of left-right movement and swing to the next line becoming automatic.          | Realization of the value of proper left-right eye movement. Knowledge of ways of helping self accomplish better left-right movement.          |
| Growing habit of quick association of sound and symbol.                              | Realization of the value of association of sound and symbol. Growing knowledge of sounds and related symbols.                                 |
| Habit of reading clearly and naturally.                                              | Realization of the value of clear, natural, oral reading. Knowledge of ways in which own oral reading is being made clearer and more natural. |
| Habit of questioning if thought not clear and of giving reasons for judgments made.  | Realization of the value of reading in the beginnings of research. Increased knowledge of research techniques on the child's level.           |



*Making a Zoo*

## INTRODUCTORY

### I. THE TEACHING PROGRAM FOR THE FIRST YEAR

The following is a brief outline of the general plan followed in the teaching procedure for each major division of work for the first year:

#### A. The Pre-Primer Period

1. Suggestions for the development of this period in connection with the use of the pre-primer booklet *Everyday Doings*.

2. Suggestions for the development of this period without the use of the pre-primer booklet but with the Orientation Picture Cards.

3. Description of natural classroom situations which would provide meaningful introduction and repetition of words used in the first part of the primer.

#### B. The Primer Period

1. Page by page teaching suggestions.

2. Supplementary seat work.

- a. In the practice book.

- b. Apart from the practice book.

3. Supplementary activities of other kinds. (Not reading.)

#### C. The First Reader Period

1. Use of Orientation Cards.

2. Teaching method for each story.

3. Supplementary reading activities and checking exercises:

- a. In the practice book.
- b. Apart from the practice book.

## II. READING MATERIALS FOR THE FIRST YEAR

### THE EQUIPMENT

#### FOR THE PRE-PRIMER PERIOD.

*Everyday Doings*, a pre-primer for each pupil.  
Orientation Picture Cards, (1 set per class) to  
be used in lieu of or to supplement *Everyday Doings*.

#### FOR THE PRIMER PERIOD.

*Everyday Fun*, a primer for each pupil.  
Word, Phrase, and Sentence Cards (1 set per class)  
*Fun For Me*, My Practice Book (each pupil)

#### FOR THE FIRST READER PERIOD.

*Everyday Friends*, a first reader for each pupil.  
Orientation Picture Cards (1 set per class)  
Word, Phrase, and Sentence Cards (1 set per class)  
*More Fun For Me*, My Practice Book (each pupil)

# DESCRIPTION OF THE EQUIPMENT

## A. *Everyday Doings* — The Pre-Primer

This thirty-two-page booklet makes possible the widespread desire of children to begin reading in a book at once. It recognizes and takes advantage of the well-known ability of children to read pictures at the very beginning of their school work. Starting with this ability, *Everyday Doings* leads the child gradually and surely into the reading of the primer with confidence and satisfaction. *Everyday Doings* offers the following distinctive advantages:

1. Interesting pictures presented singly, in groups, and in sequence, suggest topics of discussion through which the child acquires an adequate background for reading the primer content.

2. By telling stories as they see them in the pictures, the children gain skill in using vocabulary, in constructing sentences, and in expressing ideas in sequence.

3. While reading the picture booklet, the child begins the mastery of certain important techniques used later in the primer, such as,

- a. Reading from left to right in a line.
- b. Reading from left to right and making the return sweep from the right end of each line to the beginning of the next line below.
- c. Turning pages properly.
- d. Discriminating likenesses in form, first in pictures, then in words.
- e. Recognizing titles and captions as indicating contents of stories or pictures.



## **B. *Everyday Fun* — The Primer**

This book of one hundred sixty pages continues and enlarges the interests begun in the pre-primer.

Pictures in the primer continue to play an important part in providing backgrounds and suggestions for discussing and enlarging experience, thereby insuring reading readiness for the primer stories.

The illustrations in the primer have been carefully prepared to give the main ideas of each page and particularly to lead the child into the reading of the first sentence of the story. Thus the child is led naturally and easily from the process of getting ideas through familiar pictures to discovering how those ideas are expressed in print.

Through the informational and serial pictures in the primer, the pupil is given the pleasure of gaining wider and more extensive experiences than his small ability to read symbols could give him. This use of pictures helps to keep the beginner from becoming impatient and discouraged while his ability to read the printed page is catching up with his capacity for appreciating the ideas it presents.

The content of the primer deals with the commonest interests of children, particularly their own activities in home and school. The stories lead naturally to many individual and group activities which the pupils may select and undertake of their own accord.

The total number of words used in the Primer is 239. This counts all forms of each word with the exception that the singular and plural forms as *car* and *cars* or *looks* and *look* are counted as one word. Omitting 16 proper names and 4 interjections the total basic vocabulary is 219 words,

of these 188 are in the first 500 of the Gates and 97 per cent in the first 1000 of the Gates list. All but *airport*, *aboard*, *bus*, and *merry* are in the Gates list. Ninety per cent are in the first 1000 of the Thorndike list. Ninety-seven per cent are in the Horn-Packer list.

With the exception of the variant forms *making*, *painting*, *dresses* and the words *December*, *off*, and *bee*, each word is used at least five times in the book. Most of the words appear at least three times in the first seven pages after the word is introduced in the narrative, all appear at least three times within the first ten pages after the word is introduced. The total number of running words is 4619.

### C. *Everyday Friends* — The First Reader

The first reader extends the vital experiences of the book-children still further. It introduces interesting phases of life outside the immediate neighborhood as well as within it. Each page contains a number of ideas related to a central topic which in turn is a part of a complete story. (The vocabulary load is light, an average of 1.3 words per page, and is carefully distributed.) The informational background provided by the pictures, questions, and oral discussions, as well as by the content itself, is extensive and meaningful.

The total number of new words in the first reader is 228. This counts all forms of each word with the exception that the singular and plural forms as *bird* and *birds* or *needs* and *need* are counted as one word. Omitting 18 proper names the total basic vocabulary is 210 words, of these 132 words or 62 per cent are in the first thousand of the Gates list, and 21 or 10 per cent are in the third five hundred of the Gates

list. One hundred and twenty-seven words or 60 per cent are in the first thousand of the Thorndike list. One hundred and thirty-eight words or 66 per cent are in the Horn-Packer list. All but 9 of the first reader words are in the Kindergarten Union list.

Each word or a form of it is used at least five times in the book. All of the words appear at least three times within the first ten pages after the word is introduced. The total number of running words is 8642.

### **D. Practice Books**

Two practice books are provided for the first year's work. The first eight pages of the primer practice book present problems in matching and form discrimination without the use of words. While the children are learning to read the first story in the primer itself, they may be doing these preliminary pages in the practice book. The rest of the book follows closely the primer stories. Work is planned to *follow* the reading of each story and to provide meaningful uses for the words that have been introduced in the story and new opportunities for interpreting the thought.

The first reader practice book provides materials that stress both skills and appreciations. To the child the appreciations are most prominent.

### **E. Orientation Picture Cards**

#### *1. For Use During the Pre-Primer Period.*

These cards are available for the use of the teacher during the pre-primer period in schools in which the pre-primer booklet, *Everyday Doings*, is not provided for each child. The picture cards without words, numbered from

1-16 in the upper left corner, are to be used for oral discussion and story telling. The large numbers in the lower left corner indicate a related sequence for one lesson. The picture dictionary cards, numbered from 17-32, introduce primer words.

2. *For Use With the First Reader.*

Eight orientation picture cards are also available for use with the first reader, *Everyday Friends*.

**F. Word, Phrase, and Sentence Cards**

These cards are also available for the primer and first reader stories.

III. ORIENTATION FOR FIRST YEAR BOOKS

**A. Pre-Primer Preparation for the Primer, *Everyday Fun***

In order that children in all types of schools in all parts of the country may begin reading with an adequate background of experience and language facility, a new kind of pre-primer work is provided — that of picture-reading.

1. Plan I provides for the use of a Pre-Primer booklet, *Everyday Doings*, in the hands of each pupil. Through oral discussion of the pictures and story telling inspired by them, the children gain the basic concepts necessary to an understanding of the primer. They also master certain techniques such as looking from left to right along a line and back to the beginning of the next, following the logical steps in a story and recognizing titles and numbers. In the latter part of the booklet they are introduced, also, to words and phrases used in the early part of the primer.

This plan is preferable to any other because the use of

the booklet satisfies the child's desire to read in a book from the beginning. The booklet does not pre-digest the primer stories but it furnishes the background for understanding them.

2. Plan II provides a somewhat similar approach through the use of large Orientation Picture Cards but without the Pre-Primer booklet in the hands of the pupil.

Both plans for the pre-primer period provide orientation for the primer and opportunity for developing reading readiness and necessary pre-reading skills.

### **B. Additional and Continued Orientation for *Everyday Fun***

The three parts of *Everyday Fun: Fun at Jack's House, Fun at Mary Jane's House, and Fun at School*, present a series of experiences of the book-children, Jack and Mary Jane.

Part I, *Fun at Jack's House*, describes everyday experiences of the children in an apartment house and its neighborhood. The picture story on page 2 continues the picture reading with which the children have become familiar in the pre-primer period. It leads the children directly into the reading of the first story *Fun*. Serial pictures are also used for further orientation and enrichment at intervals throughout the unit (pages 48, 53, 55). The large illustrations on each page provide constant opportunity for further orientation and broadening of experience. Each illustration leads directly to the reading of vital, related content. Children should also be encouraged to collect pictures and to talk about their own experiences that are related to the theme of the unit.

Part II, *Fun at Mary Jane's House*, describes experiences familiar to children in a suburban or small town location. The pre-primer period has prepared the children to understand this type of life also.

The discussion and the interpretation of the picture story, page 58, leads the children into the story, *Jack is Here*. Book illustrations should be supplemented with pictures collected by both the children and the teacher.

Part III, *Fun at School*, describes the activities of children in a modern primary school. The trip to the country introduces another interesting type of life. The discussion of the serial pictures on pages 92 and 108 will further extend the children's concepts of farm life, as do the single pictures and related content.

Reading and discussing the activities of the book children not only clarifies experiences vaguely familiar to many of the children, but also suggests possibilities of extending experiences through their own classroom activities.

Thus the book is a thoroughly integrated series of vital experiences for the understanding of which the children are constantly being adequately prepared.

### **C. Orientation for *Everyday Friends***

This book consists of five parts or units:

*At the Passenger Station*

*At the Freight Station*

*Pony Boy and the Rabbits*

*Off to School*

*Fun in the Garden*

Prior to the introduction of each part of the book,



Orientation Picture Cards are provided as a basis for discussion and exchange of ideas in order to develop the necessary background for understanding the content. (See page 6 of manual referring to use of picture cards.)

At the beginning of each unit in *Everyday Friends*, the manual provides detailed suggestions for the discussion of the content of these Orientation Picture Cards.

Through free discussion of the pictures and exchange of their own experiences, the children are prepared to understand and appreciate the experiences of the book children, Paul and Patsy.

In developing the stories themselves, pictures and related content of the reader still play a major role in extending and clarifying experiences. Series of related pictures are presented on pages 18, 19, 25, 47, 69, 83 and 133.

At the end of each story the manual suggests possibilities for related classroom activities that will extend the experiences of the children. It is expected, of course, that each school situation will determine the directions in which the children's interest will lead them. The book experiences will awaken many interests which may lead to various forms of expression in the classroom.

#### IV. SUGGESTED METHOD FOR DEVELOPING A STORY

The following description of method for the development of the stories in the primer, *Everyday Fun*, and in the first reader, *Everyday Friends*, assumes that the orientation into the unit has already been made, as suggested in the previous section.

Although the method of developing the stories should



vary to meet the needs of different groups of children in different situations, the following plan may profitably be used with practically all of the stories:

The introductory reading of the whole story.

Practice period.

Rereading and using the story for a specific purpose.

Individual and group activities.

### A. Introductory Reading of Whole Story

The introductory reading of the whole story should be accomplished as quickly as possible under the leadership of the teacher who introduces new words and phrases in such a way *that the thought is kept uppermost* in the child's mind *all of the time*. By keeping mechanical details subordinated in this first reading, we make it possible for the child to enter with understanding and enthusiasm into the on-moving adventures of the book children.

The introductory reading period is not a drill period. New words and phrases are not drilled upon at this time. They are *introduced* only in order that the children may move intelligently through the story with the book children. If the context and the pictures or a question do not bring out the word, the teacher either whispers it to one child or gives it aloud to the class and shows a card with the new word or phrase, which the children find in their books. It would not only be foolish, but it would also be harmful to ask the children to read a part silently and then orally if there were difficulties involved which would make the reading a painful and stumbling process. For this reason the teacher supplies the new words and leads the children

skillfully over the difficulties which might otherwise interfere with the understanding of the story. The teacher does not, at this stage, expect the children to master the new words although some of them may do so.

The introduction of the new words should be made by the teacher as she skillfully helps the children foresee the context, sentence by sentence.

Some teachers may find it easier to introduce the words on cards as they talk. Others may wish to introduce them on the blackboard. Still others may not care to use either cards or blackboard, but may refer to the words directly in the book. If cards or blackboard are used, the teacher must remember that the child has an additional adjustment to make after he sees the word or phrase on the card by itself. He has to recognize it on a page with other words, phrases, and sentences. She must help him take this additional step. Care must be taken to have the children find the same word or phrase in the book before they are asked to read the whole sentence silently and then orally. Care must be taken, also, not to burden the children with mechanics.

If the word is not introduced on card or blackboard, a question should be framed so skillfully that the children will guess the word correctly, or it should be told to the children.

It is imperative that the children begin with the first word in the sentence, and that they all read silently to the end, first interpreting the thought intelligently. *This habit must be formed from the beginning.*

## **B. Practice Period**

Practice on words and phrases will be necessary for many children before they can reread the story fluently by themselves. Some groups may need little or no practice. Other groups will need more. As much practice should be given as is necessary, but no more.

The children should be made conscious of their need for practice. They should understand that this practice is preparation for more independent reading.

Practice consists of: the recognition of new words and phrases in different places in the story; the noting of similarities and differences in the form of certain similar words and phrases; and the hearing of certain sounds and locating of related symbols in words of the story.

In attacking the pronunciation of new words in the first reader, the children can be expected to apply the phonic skill they have gained in the primer through practice in hearing sounds and in identifying the related symbols.

Again, care must be taken, if cards are used in the practice period, to see that the children locate the same word or phrase in context, and that it has meaning there.

Practice may sometimes be carried on during the same class period as the introductory reading, but it should always follow the first survey or introductory reading.

## **C. Rereading for a Specific Purpose**

The stories may be reread for three general purposes: (1) for individual and class enjoyment; (2) for entertainment of others outside the class; and (3) for specific information to be used in carrying on related activities.

The stories lend themselves admirably to dramatic reading by parts and to dramatization. The children will enjoy reading the parts of the different characters. The story may be read and acted out for an audience — another class, a person, or an assembly.

If the practice period has been effective, the rereading of the story for a specific purpose should be a relatively smooth and independent process.

### **D. Individual or Group Activities**

#### **A. SILENT READING**

*My Practice Book.* Practice books for independent reading accompany each reader. They provide further practice in the use of the vocabulary in new reading situations.

*Card or Blackboard Checking Exercise.* The manual also suggests for each story, a card or blackboard checking game which may be used if desired. The teacher may wish to mimeograph or hectograph some of these exercises for additional seat work.

#### **B. RELATED CLASSROOM ACTIVITIES**

Related classroom activities are also suggested in the manual. These are inspired by the content of the stories and furnish additional meaningful ways of using and extending the ideas presented therein.

### **V. PLANS FOR THE BEGINNING WEEKS IN THE FIRST GRADE**

Plans for the beginning weeks in the first grade must give attention to many phases of children's development. It is easy for adults to forget the many adjustments children have to make during the first few weeks at school. We

must remember that children need time for orientation, for getting acquainted, for investigation and experimenting with materials and ideas, and for learning how to work with other children. Possible procedures for the first few weeks in the First Grade are suggested below:

### *The First Day in the First Grade*

Children who enter first grade from kindergarten expect to find an attractive room where many interesting experiences await them. Those who enter directly from the home usually look forward with enthusiasm to their first morning in school. Imagine the disappointment of both groups if the schoolroom is bare and uninviting and the teacher busy with entrance blanks and other routine matters. This first day's experience should leave each child with memories of a well-ordered workshop (the classroom) and of interesting experiences which have brought a feeling of success and a sense of belonging.

The children should be made to feel that this attractive room with its inviting materials is their room and that they each have a responsibility for its care. Under the teacher's guidance, they must be given a chance to explore this new environment which is their own. A tour of the room by the whole group and the teacher is often helpful. The children see where materials are kept, they talk about the pictures that are displayed, investigate the surprises on the bulletin board, discuss the Help-yourself Rack or Table, admire the attractive library corner, and are told briefly, by the teacher, of the possibilities of the different work centers.

Perhaps last year's class left a large book of their paintings which are duly admired and which stimulate the children to want to use brush and paint themselves. Perhaps the previous class left a large doll that needs a new wardrobe, and that at once suggests a playhouse, with real chairs to sit on. Perhaps a colorful frieze was left by the outgoing group as an incentive to the new first graders until they should have time to make their own plans. Certainly no traveler in foreign lands could experience more thrills than the children in their introduction to this inviting classroom.

Of course they want to experiment, to get the feel of materials, to work out their ideas in many ways. Thus a period of self-chosen activities follows most logically the tour of the classroom. The choices during this period depend, of course, upon the available materials, the suggestive work centers, and the previous experiences of the children.

Certainly, at the close of even this first laboratory period the children will have something to talk about. A discussion of work accomplished during the period will lead very logically to further plans. Perhaps the children will also discuss their plans for the year, what they want to do in the first grade.

What happens during the rest of the day will of course vary in different classrooms. Although the program of work will necessarily move with less dispatch on this first morning than later in the term, the children should be given a variety of satisfying experiences which will open up for them new possibilities and will hint of pleasures to

come. The teacher must keep in mind that there are different types of purposeful activities and that although little children's interests tend most often to find expression through the use of materials and dramatic play, she must not overlook the fact that the enjoyment of an esthetic experience, the solving of an intellectual difficulty, and a conscious effort to acquire needed skills are also legitimate purposes.

## VI. THE PURPOSE OF THE PRE-PRIMER PERIOD

It is the purpose of the pre-primer period in this course to prepare the pupil adequately for his first book reading. To do this it provides training for each pupil in the following aspects of reading readiness:

1. In getting the experience background necessary for comprehension.
2. In acquiring a fund of words with which to express ideas.
3. In expressing ideas orally in sentences.
4. In expressing ideas orally in sequence.
5. In certain mechanics of reading such as:
  - a.* distinguishing between right and left.
  - b.* knowing that we read from left to right.
  - c.* appreciating likenesses and differences of sound.
  - d.* appreciating likenesses and differences of form.
  - e.* handling a book.

This course provides one comprehensive method for carrying out the purpose of the pre-primer work, but with two suggestive plans for applying the method:



Plan One for Pre-Primer Period. With the pre-primer booklet *Everyday Doings* is in the hands of the pupil.

Plan Two. Without the use of the pre-primer booklet, but with the use of Orientation Picture Cards in the hands of the teacher.

## PRE-PRIMER PERIOD

### DETAILED SUGGESTIONS FOR PLAN ONE USING *Everyday Doings* (PRE-PRIMER)

When the children have gathered in a group in front of the room, the teacher distributes copies of the pre-primer, *Everyday Doings*. She encourages the children to look through them to "whet their appetite" for their use. She then helps them find page 1.

#### **FUN, page 1**

TEACHER: This page is called *Fun*. That is what this word says. I wonder if you can guess why it is called *Fun*.

The children are then encouraged to discuss the picture freely. The teacher asks the children to tell what they do in their own playtime. She then tells them the names of the children in the picture, *Jack, Mary Jane, Billy, and Baby*. Then all turn to page 2.

#### **MORE FUN, page 2**

The teacher tells the children the title. They find it and note that it consists of two words. Their attention is called to the numbers in the corners reading from left to right, "the way you look at pictures in the funny paper" and "the way you read in books."

The children first discuss the pictures freely. The teacher questions them, when necessary, to help bring out

important points in the pictures. For example, in picture 1, the fact that Jack's house is an apartment house, is important. In picture 3, some children may not realize that the dog is jumping through Billy's hands unless they are helped to see it.

After this general group discussion about each picture, the children all find picture 1 again. Some child then is asked to make a story about picture 1. The same procedure is followed for pictures 2, 3, and 4.

Occasionally the teacher may "take a turn" in telling a story about a picture. Very little criticism should be made of the first "stories" the children tell. Too much or too early criticism might keep some children from talking freely, which is the chief aim of the picture stories in the beginning.

As soon as the children have become accustomed to expressing themselves freely in short stories, they should be made conscious of the difference between interesting stories and dull ones. The teacher should help them to see why some stories are good and some are poor. To use the words of a first-grade child, "Don't just tell what you see, but tell something interesting that is happening."

### Examples of Good and Poor Stories

| GOOD                                                                                                                                                   | POOR                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 1. Jack is playing<br>with his new ball.<br>He is out in front<br>of the apartment house.<br>He can catch the ball every time<br>because it is so big. | I see Jack.<br>I see Jack's house.<br>Jack has a ball. |

GOOD

POOR

2. Mary Jane is jumping rope.  
She can jump high.  
She can jump fast too.
3. Billy is making his dog do tricks.  
He says, "Jump, Spot, Jump!  
Jump through my hands."  
Spot does what he says.
4. Baby is playing outdoors today.  
She has brought her little  
rocking chair outdoors.  
She is rocking her dolly.

- There is Mary Jane.  
She has a rope.  
She can jump.
- I see Billy.  
I see Billy's dog.
- Baby has her doll.  
She has her chair.  
She has her kitty.

*Note:* The teacher must remember that these are oral stories and not stories to be read by the children from the blackboard. The value of the stories would be lost also if the teacher tried to get the children to reproduce the exact sentences of the examples listed here. They are suggestive only.

**Suggested Checking Exercise**

The purpose of such exercises is to check the comprehension of pictures on page 2, *More Fun*. The same technique will later be used with reading material in the primer.

The teacher gives *orally* the following sentences and the children give the appropriate answer *Yes* or *No*.

YES — NO STATEMENTS

1. Jack is playing with a little ball..... No
2. Jack is playing with a big ball..... Yes
3. Mary Jane is jumping rope..... Yes
4. Billy is playing with his cat..... No
5. Billy's dog is very smart..... Yes
6. Baby is inside the house..... No

### Supplementary Activities

The children may bring kodak pictures of themselves from home and make a chart by mounting them on cardboard. The chart can be mounted on beaver board and set on the chalk rail. Picture hooks can be screwed beneath each picture. The teacher can give each child a cardboard strip with his name printed on it and the strips can be hung on the hooks beneath each child's picture. Later the teacher may redistribute the name cards and when she calls a name some child will respond by placing the card on the appropriate hook. Other variations of the game will also suggest themselves.

2. The children may draw or paint pictures to make a big book or chart of *Playtime Fun*.

3. The children may bring pictures from magazines and make a big book or chart of *Playtime Fun*.

4. They may make individual Playtime Booklets.

### HOUSES, page 3

The children are here introduced to the homes of the three primer children and to the title *Houses*. They meet the problem of three pictures in a row. They discuss the pictures in sequence and tell simple stories about each one.

### Examples of Oral Stories

#### GOOD

- I. Jack is coming out of the house  
where he lives.  
I think he is going to school.  
Guess why I think so.

#### POOR

- I see Jack.  
I see the steps.  
Jack has a book.

GOOD

POOR

2. Mary Jane is going to take  
her baby sister somewhere.  
She loves her baby sister.  
She loves her doll too.

There is a girl.  
She has a doll.  
There is a baby.

3. Billy is playing with his dog.  
The dog's name is Ink.  
Billy likes Ink.  
I can tell by his face that he does.

I see Billy.  
I see a dog.  
They are by the house.

**Suggested Checking Exercise**

The teacher tells the first part and the children finish the sentence.

**ORAL COMPLETION EXERCISE**

Jack is going .....  
He has his .....  
He is coming out of the .....  
Mary Jane is good to .....  
She is going to .....  
Billy and Ink are going .....

**MORE HOUSES, page 4**

The children's attention is called to the title *More Houses*. They discuss freely the types of houses shown and note the numbers in the corner of the pictures. Then all find picture 1. Oral stories are then made about each picture.

**Examples of Oral Stories**

Only good examples of stories are given from now on.

1. This house is really two houses.  
It is called a double house.

It has two doors and two little porches upstairs.

A little girl lives in one side.

2. This is a farm house.

I know it is because it has a barn and a wind-mill by it.

It has a fence like the one around my Uncle John's front yard.

It has a mailbox on the fence post like the one at Uncle John's.

3. This is a house over a store.

Maybe the store belongs to the little girl's daddy.

I wonder how they get up to their house?

4. This house looks like one we saw when we went camping.

It is a log house.

It is out in the woods.

### Suggested Checking Exercise

#### YES — NO STATEMENTS

- |                                                   |     |
|---------------------------------------------------|-----|
| 1. A double house has only one door.....          | No  |
| 2. Two families live in a double house.....       | Yes |
| 3. There is a mailbox on the farmhouse fence..... | Yes |
| 4. The farmhouse is on a city street.....         | No  |
| 5. Mr. Brown lives over his store.....            | Yes |
| 6. The house in the woods is made of logs.....    | Yes |

### Supplementary Activities

1. Discussion of other kinds of homes: Indian wigwams, Eskimo huts, etc.



2. Drawing or painting of children's own houses for large book of *Houses* or mounting of these in Art Gallery Corner with labels: *Mary's House*, *Billy's House*, etc.
3. Finding and mounting pictures of different kinds of houses and homes for chart or book.
4. Looking at picture books of homes.

### LIGHTS, page 5

TEACHER: This page is called *Lights*. Find the part that says *Lights*. These pictures are different, aren't they? They are night time pictures.

After a general discussion of lights at night, the teacher will call attention again to the sequence of numbers in the corners of the picture. The group then will be ready to discuss picture 1. Each picture is first discussed by the group in general. Then the children are asked to make a story about each picture.

#### Examples of Oral Stories

1. It is night time.  
There are many cars on the road.  
Many people are taking a ride because it is a nice night.  
There are bright lights on the cars and in the house too.
2. This is a train going over a bridge at night.  
The lights are very bright inside the train.  
You can see the smoke from the engine even if it is night.  
It is such black, black smoke.

3. This is a big apartment house.  
Perhaps it is the one Jack lives in.  
All of the people are at home on this night.  
They all have lights in their apartments.
4. This is a picture of the airport at night.  
The searchlight is very bright.  
One airplane is flying away and one is coming in.  
One airplane is in the hangar.  
Airplanes have to fly at night to carry the mail.  
They have lights in them at night.

### Suggested Checking Exercise

The teacher gives the statements orally and the children either answer *Yes* or *No* orally or pick up a card that says *Yes* or *No*. These cards will be found among the word cards for the Primer.

### ORAL YES — NO STATEMENTS

- |                                                         |     |
|---------------------------------------------------------|-----|
| 1. It is night time in all the pictures .....           | Yes |
| 2. Each car in picture 1, has four lights .....         | No  |
| 3. The train is going up a hill .....                   | No  |
| 4. The apartment house has lights in every window ..... | Yes |
| 5. Airplanes fly only in the daytime .....              | No  |
| 6. The airplanes have lights in them at night .....     | Yes |

### Supplementary Activities

1. Looking at lights at home at night and telling about them the next day at school.
2. Collecting and mounting pictures of *Lights on the Water* and *Lights on Land*.
3. Drawing and painting night pictures showing lights.

**LITTLE HELPERS, page 6**

Page 6 deals with helpfulness outside the home. The children note the title and discuss the pictures freely first, and then make stories about each.

**Examples of Oral Stories**

1. One day Jack saw Mrs. Jones coming to visit his mother.  
He was standing outside the door.  
He opened the door for Mrs. Jones.  
She said, "Thank you, Jack, you are a very polite boy."
2. One day Mary Jane saw Sue's grandma trying to cross the street.  
Mary Jane knew that Grandma could not see very well.  
So she helped her across the street.  
A man was going by in a truck and saw her.  
He smiled at her.
3. One day when Billy was at the grocery store, a lady dropped a package of sugar.  
Billy hurried to pick it up for her.  
She said, "Thank you. I wish I had a polite little boy like you."

**Suggested Checking Exercise**

TEACHER: I am going to say three different things about picture 1. Only one is right. Tell me which one is right. (The teacher stops a moment after each choice.)

**ORAL MULTIPLE CHOICE STATEMENTS**

We know that Jack is polite, because  
he has on a new suit  
he knows Mrs. Jones  
he is holding the door open for Mrs. Jones

We know that Mary Jane is polite, because:  
 she is on the street  
 she knows Sue's grandma  
 she is helping Sue's grandma across the street

We know that Jack is polite, because  
 he is at the store  
 he is with the lady  
 he is picking up the package of sugar for the lady

### Supplementary Activities

1. Acting out in pantomime acts of helpfulness.
2. Drawing and painting pictures showing helpfulness.
3. Cutting out pictures of children helping someone and making a booklet.

### HOW JACK HELPS MOTHER, page 7

Again the children note the title and read it with the teacher from left to right. After a general discussion, stories are made about each picture.

### Examples of Oral Stories

1. Sometimes Jack waters the flowers in the window box for his mother.  
 He is very careful not to spill any water on the floor.
2. One day Jack heard the telephone ring.  
 His mother was in the kitchen, so he answered the telephone.  
 It was Grandma Adams.  
 She was so surprised to hear Jack's voice.  
 He talked to her a little and then he called his mother.  
 She was surprised too.

3. One day Jack said, "I must clean up my playroom.  
It is dirty."  
First he got the broom and swept the floor.  
Then he put all his playthings in order.
4. One day Jack's mother was getting dinner.  
She said, "Jack, won't you please get the milk for  
me?"  
Jack opened the icebox door.  
He got the milk for his mother.  
It was cold in the icebox, so he went shiver! shiver!  
shiver!  
Mother laughed at him.

### Suggested Checking Exercise

TEACHER: I am going to say three different things about each picture. Some of the things I say will not be true. Some will be true. Stand up when I say the true one. Be sure to sit until I have finished the sentence.

#### ORAL MULTIPLE CHOICE STATEMENTS

- Picture 1. Jack is watering the flowers with a sprinkling can.  
Jack is watering the flowers with a pitcher.  
The flowers are in the window box.
- Picture 2. Jack is holding the receiver in his hand.  
He is in the kitchen.  
He has called his Mother to the phone.
- Picture 3. The playroom floor has carpet on it.  
There are two pictures on the wall.  
Jack is sweeping the floor.
- Picture 4. Jack is getting the eggs out of the ice box.  
The inside of the ice box is cold.  
The milk is on the bottom shelf.

**Supplementary Activities**

1. Blackboard drawings illustrating the ways in which boys can help their mothers.
2. Individual paintings and drawings.
3. Acting out and guessing ways of helping Mother.

**HOW MARY JANE HELPS MOTHER, page 8**

This page shows Mary Jane helping her mother. The children notice the long title. They begin at left and run their eyes along as they say it. After a brief general discussion, the children make stories about the pictures.

**Examples of Oral Stories**

1. One morning Mary Jane saw the vegetable wagon out in front of the house.  
     She said, "Mother, please let me buy the vegetables today."  
     So Mother gave her the money and told her what to buy.  
     She bought turnips and cabbage.
2. At noon Mary Jane set the table for lunch.  
     She set two plates.  
     They were for herself and her Mother.  
     Her Daddy did not come home for lunch.
3. Mary Jane is cleaning the bird's cage.  
     The canary is taking his bath.  
     Mary Jane had better put the cage over him.  
     He may fly away!
4. Mary Jane takes care of Baby when her Mother is busy.  
     Sometimes she takes Baby for a ride in her wagon.  
     Baby likes that.

**Suggested Checking Exercise**

TEACHER: I am going to say something about these pictures. I'll stop after each sentence. See if you can point to the picture I am talking about.

**FINDING THE RIGHT PICTURE**

The scales hang on the wagon.  
The water is going Splash! Splash!  
The flowers look pretty.  
The handle of the wagon is very short.  
Mary Jane will get some change back.  
The fork is on the left side of the plate.  
Mary Jane likes to take care of Baby.

**Supplementary Activities**

1. Cutting out and classifying pictures of fruits and vegetables.
2. Drawing and painting pictures of ways in which girls may help mothers.
3. Acting out and guessing ways of helping Mother.

**HOW BILLY HELPS MOTHER, page 9**

The children again note the title. They should be encouraged to discuss the pictures freely before they are asked to tell a story about each picture.

**Examples of Oral Stories**

1. Billy likes to help Mother water the grass in the front yard.  
He knows how to hold the hose.  
He does not spill water on himself.



2. Billy feeds the chickens for his mother too.  
The chickens are not afraid of him.  
The mother hen eats out of his hand.  
He has to tip the pan for the baby chickens.
3. Billy is cutting a bouquet of flowers for his mother.  
He uses the scissors to cut them.  
He doesn't break the flowers off with his hands.  
His mother will put the flowers on the table in the dining room.
4. Billy always watches for Mother to come into the driveway.  
He likes to open the garage doors for her.  
Then she can drive right in.

### Suggested Checking Exercise

The teacher familiarizes the children with the terms, *True* and *False*. She then makes the oral statements and the children say, in each case, whether they are true or false.

#### TRUE — FALSE STATEMENTS

1. Billy lives far downtown in the city ..... False  
Billy lives out in the edge of the city  
where he can have a big yard ..... True  
Billy knows how to hold the hose  
so he will not get water on his suit ..... True
2. The hen is afraid of Billy ..... False  
Billy has to help the little chicken eat out of the pan. True  
The big rooster is in front of the hen ..... False
3. Billy knows how to pick the flowers for his Mother.. True  
He pulls them off with his hands ..... False
4. Mother had to get out of the car to open the door .. False  
Billy opened the garage door for his Mother ..... True

### Supplementary Activities

1. Dramatizing other ways in which a child who lives in the suburbs can help Mother.
2. Enjoying a picture book about chickens.
3. Bringing flowers and arranging them in vases.
4. Mounting pictures of flowers on bulletin board.
5. Making flower booklets from pictures in seed catalogues.
6. Making a book of automobiles. Pictures may be cut from magazines, one page for each colored car.

### OTHER HELPERS, page 10

The children should be encouraged to talk freely about the helpers first. The discussion should bring out the points which the children might not know without the teacher's help, for example, the reason for the shape of the fireman's hat, why he wears rubber clothes and rubber boots, etc. Oral stories might then be made by the children.

### Examples of Oral Stories

1. This is a traffic policeman.  
He makes some of the cars stop.  
He lets some of them go on.  
The people do what he says.
2. This is the postman.  
He is delivering mail.  
He has some letters in his hand and some more  
in his mail bag.  
There is a magazine in his mail bag too.

3. Fire! Fire! Fire!  
Here comes the fireman with the hose.  
He is not afraid to get wet.  
Water will not hurt him.

*Note:* Whenever the teacher feels that the children's oral stories are not improving she may say, "Now it is my turn to tell a story." She can thus raise the standard of the oral stories. It is sometimes desirable, also, to lead the children to notice what makes her story more interesting. This is sometimes helpful also in connection with children's stories.

### Suggested Checking Exercise

TEACHER: I am going to say three different things about the policeman in picture 1. Only one is right. Tell me which one is right. (The teacher stops a moment after each choice.)

#### ORAL MULTIPLE CHOICE STATEMENTS

1. The policeman is  
helping put out a fire.  
directing traffic.  
running after a dog.
2. In picture 2 the postman is  
sitting on the curbstone.  
riding in a car.  
delivering mail.
3. In picture 3 the fireman is  
wearing no hat.  
wearing a cap and boots.  
wearing a big pointed hat and boots.

### Supplementary Activities

1. Playing postman, dramatizing and pantomiming activities of policeman, fireman, etc.

2. Drawing and painting pictures of these helpers.
3. Looking at picture books about helpers and discussing them.

### OTHER HELPERS, page 11

This page is devoted to activities of policemen. The children meet for the first time the problem of six pictures to the page. They note the title. The first general discussion of the pictures should bring out the following points:

1. The work of the mounted police in directing traffic  
The training needed for his horse
2. The work of the traffic policeman at a busy intersection where there is no traffic light
3. The helpfulness of police in taking a little girl across the street
4. The work of the motor-cycle police
5. The work of the policeman at a fire
6. The kindness of police in rescuing a dog in traffic

### Examples of Oral Stories

1. This is a traffic policeman.  
He is called a mounted policeman because he is on a horse.  
His horse knows just what to do.  
He has been taught to stand very still when all the cars go by.
2. This is a traffic policeman too.  
He is downtown on a busy corner.  
There is no traffic light.  
The policeman shows the people how to go.  
He shows them with his hand.  
They do just what he says.

3. This traffic policeman is helping Mary Jane across the street.  
She is glad because there are so many cars.
4. This is a motor-cycle policeman.  
He is telling the man to stop.  
The man was going too fast.
5. "Fire! Fire! Fire!  
Stay behind the rope," says the policeman.  
The people do as they are told.  
Then they do not get hurt.
6. "Come here, Fido," said the good policeman.  
"I will help you across the street."  
Fido wagged his tail and said, "Bow-wow."  
That meant "Thank you."

### Suggested Checking Exercise

The teacher may write these statements on the black-board and point at the blank and ask the children to supply the missing word, as she reads the sentence.

#### ORAL EXERCISE TO FILL BLANKS

- Picture 1.
  1. The policeman on the horse is called a ..... policeman.
  2. The policeman's horse is very .....
- Picture 2.
  1. This policeman directs traffic with his .....
  2. His hand says ..... this time.
- Picture 3.
  1. The policeman has made all of the cars .....
  2. He is taking..... across the.....

- Picture 4.      1. This policeman rides on a . . . . .  
                     2. He makes the people do what is . . . . .
1. This policeman makes the people stay behind  
                             the . . . . .
- Picture 5.      2. The people would like to get . . . . . to  
                             the fire.  
                     3. They would get . . . . . if they got too  
                             close.
1. Poor Fido is . . . . .
- Picture 6.      2. The policeman is going to help him . . . . .  
                             . . . . .

### Supplementary Activities

1. Playing traffic policeman. Street intersection may be marked on floor. Some children may be cars, others pedestrians. One child may be traffic policeman and direct traffic. Stop-Go sign may be made.
2. Drawing and painting pictures of activities of police.
3. Looking at picture books about police.

### OTHER HELPERS, page 12

The idea is to lead the children to appreciate the difference in the postman's work in city and country. The pictures in the top row are about the city postman. Those in the lower row are about the rural postman. A general discussion should precede the more organized stories the children give.

### Examples of Oral Stories

#### *Upper Row*

1. This is a city postman.  
    He is starting out from the postoffice with the mail.  
    He carries it in a pack on his back.

2. Now the postman is picking out the letters that he should take into the next house.
3. Now Mr. Postman is giving the letters to a lady.  
One is a big letter and one is a small one.  
Perhaps the big one is hers and the little one is her little boy's.

*Lower Row*

1. This is the rural postman.  
He delivers mail in his car.  
He puts the letters into the mailbox down by the road.
2. Here are six mail boxes all in one place.  
The postman will have to be careful to put the letters in the right boxes.  
The people will have to come after their letters.
3. Now the postman has brought the mail into the post office in town.  
Some of it will be put on trains.  
Some will go by air.  
Some will be delivered in this very town.

### Suggested Checking Exercise

#### ORAL QUESTIONS AND ANSWERS

How many pictures tell about the city postman?

How many tell about the country postman?

What is another name for the country postman? (rural)

How does the city postman carry the mail?

Where does he get it?

How does the rural postman carry the mail?

Why do the people in the country have the mailbox down by the road?

Where does the rural postman take all of the mail?



### Supplementary Activities

1. Drawing serial pictures about some school activity to use as a letter to Mother and addressing the letter to Mother.
2. Playing postman.
3. Having an exhibit of stamps; one cent, three cent, airmail, special delivery, etc.
4. Drawing and painting activities of the postman.

### OTHER HELPERS, page 13

This page introduces the first serial story which contains a sequence of events.

The general discussion of the pictures should bring out the following points:

1. The place where the firemen sleep. The speed with which they dress when the bell rings
2. The use of the pole
3. The work of the fire chief. Why his car goes to the fire first
4. The use of the hook and ladder equipment
5. The equipment of the engine
6. The reason for water plugs on streets. How hose is connected
7. The bravery of the firemen

### Example of a Serial Story

This is an example of a serial story a child could tell about the pictures following the numbered order.

Clang! Clang! went the firebell.

Down the pole slid the firemen.

Into the red car went the chief!  
 Clang! Clang! down the street he went!  
 Clang! Clang! went the hook and ladder next.  
 Then clang, clang, went the engine!  
 "The fire is over there," said one of the men.  
 Then a fireman screwed the hose on the water plug.  
 Swish! Swish! went the water into the burning house.  
 A fireman climbed up on the roof to help put the fire out.  
 Soon the fire was out.  
 Clang! Clang! went the engine back to the fire barn.

### Suggested Checking Exercise

ORAL GAME. *Guess, OR Is It?*

One child is *It*. He gets three chances to guess.

TEACHER: I am thinking of a picture.

CHILD: Is it about the man sliding down the pole?

TEACHER: No, it is not about the man sliding down the pole.

CHILD: Is it about the hook and ladder?

TEACHER: No, it is not about the hook and ladder.

CHILD: Is it about the hose on the water plug?

TEACHER: Yes, it is about the hose on the water plug.

(The child gets three guesses. If he guesses correctly, he then takes the place of the teacher and another child is chosen to guess.)

### Supplementary Activities

1. Playing fireman.
2. Drawing on blackboard the story of a fire (serial pictures or frieze).
3. Visiting a fire barn.

### WORKERS, page 14

This page shows different kinds of workers. The children first note the title. A general discussion of the pictures should bring out:

1. The work of the carpenter
2. The work of the mechanic who repairs cars
3. The work of the men who repair and install electric light wires
4. The work of the men who repair streets, put in sewers, etc.
5. The work of the painter
6. The work of the man who repairs shoes

The children will probably also suggest other occupations, their own father's work, etc.

These pictures do not lend themselves particularly well to story telling, but are excellent for extending the experience of the children and for stimulating free discussion. Also for leading children to understand and appreciate the community workers.

### **Suggested Checking Exercise**

The teacher asks the questions and the children answer and point to the correct picture.

#### **GAME — WHO**

1. Who builds the house? (the carpenter)
2. Who paints the house? (the painter)
3. Who mends your shoes? (the cobbler)
4. Who fixes Daddy's car at the garage? (mechanic)
5. Who fixes the electric light wires? (lineman)
6. Who puts sewers in the street? (street workers)

### **Supplementary Activities**

1. Drawing and painting pictures of workers.
2. Acting out and guessing the work of different workers.

3. Making a booklet of workers (pictures cut from magazines).

4. Taking trips in the neighborhood to see a house being built, to watch street repairs, to watch cobbler, etc.

### **MORE WORKERS, page 15**

Again the children note the title. They then discuss each picture. The discussion should bring out:

1. The work of the surveyor
2. What the steam shovel is used for
3. The need for traffic zone lines to be painted on the street
4. The farmer plowing his field. Why?
5. The farmer hoeing the cabbage. Why?
6. The farmer gathering the cabbage. Will the farmer's family eat all of it? Where will the rest be sent?

This may lead to a discussion of farm animals, farm buildings, crops, etc.

The pictures on this page, like those on page 14, lend themselves to general discussion better than to story telling.

### **Checking Game**

These examples are suggestive only.

### **ORAL COMPLETION EXERCISE**

TEACHER: The surveyors are

CHILD: measuring to get the sidewalk straight.

TEACHER: The steam shovel is digging a hole for

CHILD: a big building.

TEACHER: The men are painting lines on the road so that

CHILD: the cars will stay on the right side of the street.

TEACHER: The farmer is plowing his field before he

CHILD: plants the grain or corn or wheat.

TEACHER: The farmer is hoeing his cabbage

CHILD: to get the weeds out to make the ground soft so the corn will grow better.

TEACHER: When the cabbage is big and ripe the farmer

CHILD: gathers it in big sacks or  
takes it to market.

### Supplementary Activities

See those listed for page 14.

### STORES, page 16

This large composite picture provides excellent stimulation for a discussion of different kinds of stores. The children tell the names of the stores and discuss the products sold in each.

### Supplementary Activities

1. Cutting and mounting pictures for each kind of store, either a large book for the class or individual booklets.
2. Visiting neighborhood stores.
3. Drawing and painting store pictures.

### JACK AT THE STORE, page 17

This series of pictures tells a story about Jack at the grocery store. After a general discussion of the fruits and vegetables pictured, different children may tell the serial story.

### Example of a Good Story

One morning Jack took a market basket and went to the store for his mother.

First he looked at the fruit.  
 He bought a half dozen bananas and some grapes.  
 Then he looked at the vegetables.  
 He bought some potatoes and celery.  
 Then he saw a big pumpkin on the floor.  
 He tried to pick it up but it was too big.  
 The last thing he bought was a loaf of bread.  
 The storekeeper charged the things to Jack's daddy.

### Suggested Checking Exercise

#### ORAL CLASSIFICATION

The teacher calls the names of different fruits and vegetables and the children say which they are. Later, different children may call the names and others may guess.

### Supplementary Activities

1. Cutting, coloring, and classifying fruits and vegetables.
2. Building and equipping a play store.

### MARY JANE AT THE STORE, page 18

There should be a general discussion of the pictures first, so that all of the children may be made familiar with the icebox in the flower store, the flowers, etc.

Serial stories similar to the following may then be told by different children in turn.

### Examples of Oral Stories

1. One day Mary Jane saw some flowers in the window at the flower store.
2. She thought she would like to buy some. So she went inside. She showed the man how much money she had.

3. The man took some flowers out of the icebox for her to see. She liked the iris and the jonquils.

4. She thought she might like a geranium plant instead so she asked the price of them.

5. Finally she bought some iris. She wrote a card all by herself.

6. The card said: Happy birthday to Mother from Mary Jane.

### Suggested Checking Exercise

#### YES — NO QUESTIONS

1. Mary Jane wanted to get a present for her daddy. . . . . No
2. She went to the flower store. . . . . Yes
3. When she went inside she showed the man how much money she had. . . . . Yes
4. He took some roses and some geraniums out of the icebox. . . . . No
5. Mary Jane bought some roses. . . . . No
6. She wrote a birthday card for her mother. . . . . Yes
7. The card said Happy Birthday from Jack. . . . . No

### Supplementary Activities

1. Building and equipping a flower store.
2. Arranging flowers in vases and bowls.
3. Having a flower exhibit.
4. Making a flower booklet with pictures cut from catalogues.

### BILLY AT THE STORE, page 19

This is a serial story also. A short general discussion may precede the telling of the serial story by different children.



**Example of Oral Stories**

1. One day Billy was downtown with his mother.  
They stopped to look in the window of a pet store.
2. They saw some little puppies in the window.  
Billy coaxed his mother to go inside.  
The man showed them a little monkey named Jocko.  
Jocko blinked his little eyes at Billy.
3. The man showed them a big parrot too.  
The big parrot said, "Polly wants a cracker!"
4. The man showed them a cage full of rabbits.  
They were little white rabbits.
5. When Billy and his mother left the pet store,  
one of the puppies put his feet up against  
the glass and whined. He wanted to go along.

**Suggested Checking Exercise****ORAL MULTIPLE CHOICE**

1. The puppies in the window were  
in a box.  
in a cage.  
in a wagon.
2. Billy coaxed his mother to  
buy a puppy.  
go home.  
go inside the store.
3. The man  
gave Billy the monkey to hold.  
covered the monkey up.  
showed Billy the monkey.

4. The parrot  
flew at Billy.  
sat on a table.  
sat on his perch and talked.
5. The rabbits were  
in the window.  
on the floor.  
in a wire cage.
6. One little puppy wanted  
to fight.  
to eat grass.  
to go home with Jack.

### Supplementary Activities

1. Bringing pets to school for a short visit. Learning their habits. Feeding and caring for them.
2. Enjoying picture books of pets.
3. Building and equipping a pet store.
4. Making pet booklets.

### FUN IN THE PARK, page 20

This is also a serial story. Since there are few elements in it which are unfamiliar, the children can proceed at once to the making of the serial stories.

### Example of a Good Story

One Saturday Jack went with his mother and daddy to the park.

They went in the car.

They took their lunch with them.

First daddy took them for a ride on the lake in a row boat.

Daddy knew how to use the oars to make the boat go.

Jack wanted to swing in a big rope swing so his daddy pushed him up high.

Some children were sailing their little boats on the lake.

It was fun to watch them do it.

There was a little black duck and a big white swan in the pond too.

They were so tame they came right up to Jack.

After a while it was lunch time.

What a good lunch they had!

They ate and ate and ate.

Daddy ate the most of all.

### Suggested Checking Exercise

These must be altogether true or altogether false.

#### ORAL TRUE — FALSE STATEMENTS

1. Jack helped mother and daddy carry the lunch.. . . . . False
2. Daddy took Jack and mother for a ride in a sailboat. . . False
3. Daddy pushed Jack up high on a swing . . . . . True
4. Some children sailed their little boats on the lake. . . . . True
5. He fed the duck and the swans. . . . . False
6. They ate their lunch on a table near a tree. . . . . False

### Supplementary Activities

1. Trip to a park or playground near the school.
2. Drawing or painting pictures of activities in the park.
3. Dramatizing fun in the park.

## FUN AT THE CIRCUS, page 21

These pictures lend themselves admirably to the making of interesting short stories.

### Examples of Good Stories

1. Jack's daddy and the children are at the circus.  
They came early and got good seats.  
Jack wants his daddy to buy balloons for them.
2. Now the circus is beginning.  
Here come the elephants!  
Now they are doing tricks!  
They are very smart elephants!
3. Now the man is making the ponies dance.  
How pretty the ponies are.  
How proud they are.
4. Here is a funny clown.  
He has two monkeys with him.  
The monkeys think he is funny too.
5. Now it is time for the funny, floppy seals to act.  
They are very smart.  
They do many tricks.
6. The circus is over now.  
Too bad! Too bad!  
The band is playing while the people leave the tent.

### Suggested Checking Exercise

#### MULTIPLE CHOICE GAME

- |                        |                      |
|------------------------|----------------------|
| 1. The balloon man is  | 2. The elephants are |
| behind the seats.      | outside the ring.    |
| above the seats.       | inside the ring.     |
| in front of the seats. | under the ring.      |

- |                                                                                |                                                                                            |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 3. The ponies are<br>behind the man.<br>in front of the man.<br>below the man. | 4. The monkeys are<br>above the clown.<br>behind the clown.<br>beside the clown.           |
| 5. The seals are<br>under the stools.<br>on the stools.<br>by the stools.      | 6. Daddy and the children are<br>inside the tent.<br>behind the tent.<br>outside the tent. |

### Supplementary Activities

1. Planning and giving a circus performance.
2. Looking at circus picture books.
3. Pantomiming and guessing circus animals.
4. Making a frieze on long strip of wrapping paper depicting a circus parade.
5. Drawing and painting circus fun.
6. Learning about the original homes of the circus animals.

### FUN AT SCHOOL, page 22

This picture should provide stimulation for a discussion of the helpfulness of the Boy Patrols and the need for safety rules. It orients the children into the next two pages, which depict the activities of the modern primary school which Jack attends.

### FUN AT SCHOOL, pages 23 and 24

The story of a school day. (New problem of two pages of pictures.) A free general discussion of the pictures should precede any attempt by the children to tell the whole serial story.

**Example of Serial Story**

The serial story which follows the discussion may be told somewhat as follows:

**Page 23.**

1. One day Billy brought a new boy to school with him.  
The boy had moved from another city.  
His name was Bob.
2. Billy took Bob to the principal first.  
The principal was glad to see him.
3. The principal went with Billy and Bob to the first grade room.  
Some of the children in the room were looking at some mice in a cage.
4. At free work time the children did many different things.  
One girl fixed the roof on the house.  
One girl made a curtain for the window.  
One boy painted at a table and a girl pasted pictures in her book.
5. At library time the children read stories.  
They chose the stories they liked best.
6. Mary read her story to the children.  
They thought it was a very good story.  
They listened to every word.  
They clapped for Mary when she was through.

**Page 24.**

1. After a while the teacher played the victrola and the children did what the music said.  
That was fun, too.

2. Billy read a story to the children at milk time.
3. At recess the children had more fun.  
Some of them slid on the slide.  
Some of them played ball.  
Some of them swung on the big swings.
4. After recess the children played the story of the Three Bears.  
Mary Jane was Goldylocks.
5. Then it was time to play house in the new playhouse.  
What fun!  
Then it was time to go home.
6. The children put on their wraps.  
The teacher wrote on the blackboard,  
"Who will paint the house? Sign here."  
Helen signed first.

### Suggested Checking Exercise

#### ORAL QUESTIONS

#### Page 23.

- Why did Billy go with the new boy to the principal's office?  
 What do you suppose the principal did then?  
 How would the children take care of the white mice?  
 How do you think the children made the roof for the play-house?  
 Was this a good library period? Why?  
 Did the children like the little girl's story? Why?

#### Page 24.

- What kind of music do you think the victrola played?  
 Did all of the children drink milk?  
 What did the children play outdoors?



Was the little girl a good Goldylocks? Why?

What did they play in their playhouse?

What does the last picture tell you about the kind of children in Jack's room?

### **Supplementary Activities**

The pictures suggest many classroom activities which the children will want to undertake if they have not already done so.

### **THE THREE BEARS, pages 25, 26, 27**

The aim of these story pictures is to provide opportunity for the children to tell a familiar story in sequence, a longer story with eighteen serial pictures. Each child should have an opportunity to tell the whole story from the pictures.

### **Suggested Checking Exercise**

The dramatization of the story.

### **Supplementary Activities**

1. Pantomiming parts of the story to guess.
2. Pantomiming the whole story.
3. Drawing or cutting pictures to make The Three Bears Book.

### **TO HELP YOU READ,<sup>1</sup> pages 28, 29, 30, 31, 32**

#### **SELF-TEACHING DICTIONARY**

Words that are used early in the primer are introduced here. Through matching of pictures and words, the chil-

<sup>1</sup> The first nine pages of the practice book, *Fun For Me*, are planned to be used in connection with this latter part of the pre-primer.

dren become familiar with the words. Close discrimination of form is practiced in a situation which requires the skill in the form of a game. Word and phrase cards should be used to play a Find and Say Game.

Page 28. Word Cards 1 to 6.

TEACHER: This page tells about the people you will read about very soon in your new book. You can teach yourself the words you will need. Find Jack's picture. The word under his picture says *Jack*. Can you find the word *Jack* anywhere else on the page?

The same general procedure is followed with the other words, *Mother*, *Daddy*, *Baby*, *Mary Jane*. Attention is called to the fact that there are two different mothers.

The teacher then gives each child a piece of dark construction paper or cardboard about the size of the page. She says, "Cover up the picture of the boys. Leave the little words at the bottom. What is the first one? Now what is the word, under *Jack*, etc., etc.?" The children refer to the labeled pictures if necessary. The teacher skips around and calls for different words, having the children find them without the picture as far as possible.

Pages 29, 30, 31. Word Cards 7 to 14; phrase cards 1-2.

The same procedure is followed for succeeding pages.

Most of the children will then be ready for the primer. Children who do not accomplish the work of the dictionary pages with reasonable ease should be given some additional work of the type described in the manual for the Pre-

Primer Period Plan II, pages 74-76 before the dictionary words are presented again. For the children who need additional practice because of meager experience, low mentality or a language handicap, the use of the large Orientation Picture Cards described under Plan II is recommended.

#### USE OF TABLE OF CONTENTS AS LAST STEP

A good review of titles as well as familiarity with use of the Table of Contents may be had through a game, finding titles — running finger along dotted line to page number and turning to proper page in book.

## DETAILED SUGGESTIONS FOR PLAN TWO

The following is a suggested teaching procedure for the Pre-Primer Period without the use of the pre-primer booklet but with the use of large picture cards in the hands of the teacher. It is advisable for all teachers to have a copy of the pre-primer *Everyday Doings* and to read the teaching suggestions for Plan One.

### FUN, card 1

#### Suggested Use of Picture

1. Discussion of what the children are doing in the picture and the reason why the picture is called *Fun*.
2. Telling of stories about the picture. The teacher tells the names of the children — *Jack, Billy, Mary Jane, Baby*.

#### EXAMPLE OF ORAL STORY

Jack and Billy have come  
to play with Mary Jane after school.  
Jack is skating on his new roller skates.  
Billy is taking Baby for a ride in his wagon.  
Baby likes to ride.  
She is holding on with both hands.  
She doesn't want to fall out of the wagon.  
Mary Jane is dressing her doll.  
She is going to take it for a ride.  
She has a doll carriage for her doll to ride in.

3. Telling about other playtime fun the children in the class have had.

**Suggested Checking Exercise**

The teacher makes the statement and the children answer *Yes* or *No*. The same technique will later be used for reading materials.

**ORAL YES — NO STATEMENTS**

1. The children are having fun. .... Yes
2. Billy is skating on his roller skates. .... No
3. Jack is taking Baby for a ride in his wagon. .... No
4. Baby likes to ride in the wagon. .... Yes
5. Baby is waving to Mary Jane. .... No
6. Mary Jane is dressing her big doll. .... Yes
7. The doll carriage is for Mary Jane to ride in. .... No
8. *Fun* is a good name for the picture. .... Yes

(The children may suggest other titles for the picture)

**Supplementary Activities**

1. Acting in pantomime different playtime activities and guessing what they are.
2. Cutting and mounting pictures of playtime fun.
3. Drawing or painting pictures of vacation fun.
4. Drawing a frieze on a long strip of wrapping paper depicting vacation travels.

**JACK'S FAMILY, cards 2-4****Suggested Use of Pictures**

The children's attention is called to the number in the corner of the card.

**1. Jack****a. Discussion of:**

1. The kind of house in which Jack lives
2. Where he is going, and what he is going to get

3. Other ways in which Jack might help Mother besides going to the store for her
  4. Ways in which the children themselves have helped their mothers
- b. The telling of stories about the picture

#### EXAMPLE OF ORAL STORY

Jack lives in a big apartment house.  
He is going to the store for his mother.  
Guess what she is going to make.

Again the children's attention is called to the number in the corner of the card. Refer to teaching suggestions for pages 2 and 3 of the pre-primer booklet for further suggestions.

## 2. Mother

### a. Discussion of:

1. What Jack's mother is doing
2. The furniture in an apartment house kitchen
3. The furniture in the children's own kitchens
4. Cooking that children have done in their own homes or at school

### b. The telling of stories about the picture

#### EXAMPLE OF ORAL STORY

Jack is back from the store.  
His mother is making something good.  
Jack doesn't know what it is.  
He can hardly wait until it is done.  
Guess what it is.

## 3. Daddy

## a. Discussion of:

1. Where Jack's daddy is
2. What he has in his hand

(Teacher will probably have to explain that Jack's daddy is a contractor and has a roll of plans for a building in his hand. It would be well in this connection for the teacher to have a blueprint or plan of a building for the children to see.)

## 3. Other kinds of work the children's own fathers do

## b. The telling of stories about the picture

## EXAMPLE OF ORAL STORY

Jack's daddy is a builder.  
 He has a plan for a house in his hands.  
 He builds houses for people.  
 He is called a contractor.  
 He is building a big apartment house.

The children's attention is now called to the sequence of numbers in the three pictures.<sup>1</sup> They are told that reading goes across the line that way.

## Suggested Checking Exercise

The teacher makes the following statements *orally*. The children make appropriate answer, *Yes* or *No*.

## ORAL YES — NO STATEMENTS

## 1. Jack

- |                                                                 |     |
|-----------------------------------------------------------------|-----|
| 1. Jack is going to school. . . . .                             | No  |
| 2. He has a book in his hand. . . . .                           | No  |
| 3. He lives in an apartment house. . . . .                      | Yes |
| 4. Many other families live in the apartment house too. . . . . | Yes |



## 2. Mother

- |                                                   |     |
|---------------------------------------------------|-----|
| 1. Jack's mother is in the bedroom. ....          | No  |
| 2. She is making candy. ....                      | Yes |
| 3. She is using milk, sugar, and eggs. ....       | No  |
| 4. Jack is anxious for the candy to be done. .... | Yes |

## 3. Daddy

- |                                               |     |
|-----------------------------------------------|-----|
| 1. Jack's daddy has come home from work. .... | No  |
| 2. He is a storekeeper. ....                  | No  |
| 3. He has something in his hands. ....        | Yes |
| 4. It is a plan for a house. ....             | Yes |
| 5. He is building an apartment house. ....    | Yes |

*Note:* The procedures outlined above may take several class periods. This will depend upon the needs of the group.

**Supplementary Activities**

1. Drawing and painting of children's own houses.
2. Taking a trip to see a building under construction.
3. Cutting pictures of houses from magazines for a large Book of Houses.
4. Furnishing a play corner or playhouse, or just one room such as the kitchen.
5. Cooking some simple dish at school.

**JACK'S PLAYMATES, cards 5-7****Suggested Use of Pictures**

## 1. Mary Jane

## a. Discussion of:

1. The kind of house in which Mary Jane lives  
(Bungalow in suburbs, large yard, houses far apart)
2. What Mary Jane is going to do (Buy vegetables from vegetable wagon)

3. Kinds of vegetables on the wagon
4. Other ways in which Mary Jane might help mother besides buying vegetables
- b. The telling of stories about the picture

## EXAMPLE OF ORAL STORY

Mary Jane lives in a pretty little house.  
It is not an apartment house.  
She lives out where the houses are far apart.  
Today she is buying vegetables for her mother.  
The vegetable wagon is out in front of her house.

## 2. Baby

- a. Discussion of:
  1. What baby is doing
  2. Other play activities of children's own baby brothers or sisters
- b. The telling of stories about the picture

## EXAMPLE OF ORAL STORY

This is Mary Jane's baby sister.  
She is playing in her sandpile.  
She is digging in the sand.  
What a good time she is having!

## 3. Billy and His Dog

- a. Discussion of:
  1. Where Billy and his dog are going
  2. Where Billy lives (downtown, suburbs, country)
  3. What kind of dog Billy has
  4. How to take good care of a dog

## b. The telling of stories about the picture:

## EXAMPLE OF ORAL STORY

Billy is going somewhere.

Ink wants to go along.

Billy and Ink have a nice yard to play in.

They do not live downtown as Jack does.

They live out where the houses are farther apart.

## Suggested Checking Exercise

## YES — NO STATEMENTS

## 1. Mary Jane

- |                                                             |     |
|-------------------------------------------------------------|-----|
| 1. Mary Jane's house is a bungalow. . . . .                 | Yes |
| 2. It is near the apartment house where Jack lives. . . . . | No  |
| 3. Mary Jane is going to the store. . . . .                 | No  |
| 4. The wagon has fruit in it. . . . .                       | No  |

## 2. Baby

- |                                                        |     |
|--------------------------------------------------------|-----|
| 1. Mary Jane's baby brother is in the picture. . . . . | No  |
| 2. The baby is playing in the sandpile. . . . .        | Yes |
| 3. She is throwing sand. . . . .                       | No  |
| 4. She is having a good time. . . . .                  | Yes |
| 5. She has her doll with her. . . . .                  | Yes |

## 3. Billy

- |                                                       |     |
|-------------------------------------------------------|-----|
| 1. Billy is playing with his cat. . . . .             | No  |
| 2. Billy lives in an apartment house. . . . .         | No  |
| 3. Billy and Ink have a nice yard to play in. . . . . | Yes |
| 4. Billy and Ink like each other. . . . .             | Yes |

## Supplementary Activities

1. Drawing and painting pictures of helping mother.
2. Taking a walk to see different kinds of houses.
3. Making a book of vegetables.
4. Cutting and pasting pictures of babies in booklet.

5. Continuing work on play corner if one has been started.

6. Making a book of members of different families.

### *Review Game*

The following is a suggested review game in connection with all of the pictures used thus far:

The teacher shuffles the pictures and then lets different children group them in the proper families on the chalk rail.

After this is done a few times the teacher may give practice on the word names in the following way:

The teacher prints the name *Jack* on the blackboard or uses printed cards and whispers the word to some child (if no one knows it) and then lets the children draw a line from the name to the correct picture on the chalk rail. This technique is later used in the primer practice book. Follow the same procedure with other names.

The teacher may then remove the names and the lines and re-group the pictures. Print all of the names on the blackboard at once this time and let different children draw the lines to the pictures again. Different colored chalk may be used for each name.

## HOUSES, cards 8-10

### Suggested Use of Pictures

#### 1. Double House

##### a. Discussion of:

1. The kind of house this is (double house)

Why so called

2. Why the little boy is not at school (not old enough)
  3. What he is doing
- b.* The telling of stories about the picture

## EXAMPLE OF ORAL STORY

This is a double house.

Bobby Lee lives inside of it.

When his big brothers and sisters are at school,

Bobby plays outside by himself or with his baby sister.

Today he is playing with his train.

His baby sister is asleep on the porch.

The lady next door is sitting on her porch too.

## 2. Farmhouse

*a.* Discussion of:

1. How you would know that this is a farmhouse
2. Why the mailbox is at the front gate
3. What the silo is for
4. What is in the barn loft

What else farms sometimes have in the barnyard

5. What the man has on the wagon

Where he is going

6. Why the front yard has a fence around it

*b.* The telling of stories about the picture

## EXAMPLE OF ORAL STORY

This is a picture of a farmhouse,  
and a barnyard.

The man on the wagon is the farmer.

He has been working in the cornfield.

He is bringing in a load of corn.

Collie is glad to see him.

Guess where the farmer will put the corn.

### 3. The Bungalow

#### a. Discussion of:

1. What is happening in the picture
2. The kind of house (bungalow)
3. The location of the house (in the suburbs)
4. What makes this such a pretty home (yard, flowers, front porch, etc.)

#### b. The telling of stories about the picture

#### EXAMPLE OF ORAL STORY

Rover is playing with Pussy.  
 He is chasing her around the house.  
 Pussy does not like this very well.  
 Pussy lives in the pretty bungalow.  
 Rover lives next door.

### Suggested Checking Exercise

#### ORAL COMPLETION EXERCISE

#### 1. A Double House

1. This house is a .....
2. Bobby Lee lives in one side with .....
3. Bobby's big sisters and brothers are .....
4. Bobby is playing with .....
5. His baby sister is asleep on .....
6. The lady next door is .....

#### 2. A Farmhouse

1. The farmhouse is in .....
2. There is a fence around .....
3. The silo is near .....
4. The silo has .....
5. The farmer is bringing the corn .....
6. Collie is glad to .....
7. Collie wants to .....

### 3. A Bungalow

1. Pussy is trying to get away .....
2. Rover is playing with .....
3. Pussy does not .....
4. Pussy lives in this .....
5. Rover's home is .....

### Supplementary Activities

1. Visiting a farm.
2. Looking at picture books of farm animals.
3. Painting or drawing farm animals.
4. Making a large frieze of farm animals.
5. Cutting and mounting pictures of cats.
6. Cutting and mounting pictures of dogs.

## A GROCERY STORE, card 11

### Suggested Use of Picture

#### a. Discussion of:

1. The fruits in the grocery store window
2. Other fruits that may be had at other times of year

*Note:* This picture does not lend itself to story telling as well as to discussion. Step *b* may be omitted.

### Suggested Checking Exercise

#### ORAL MULTIPLE CHOICE STATEMENTS

1. Some vegetables in the window are:

|             |         |
|-------------|---------|
| cauliflower | pumpkin |
| potatoes    | melons  |
| beans       | beets   |
| peas        | carrots |



2. The bunch of bananas is  
in the window  
on the shelf  
on the floor inside the store
3. The cat is  
in the window  
in the doorway  
on the shelf

### Supplementary Activities

1. Cutting out pictures of fruits.
2. Grouping together those that are the same shape and pasting on a page.

### LIGHTS, card 12

#### Suggested Use of the Pictures

##### a. Discussion of:

1. Lights on the automobiles in picture 1  
Why cars must have lights  
What makes the light (battery)  
Why it is necessary for both front lights to be burning  
Why the back light is red  
What the front lights are called (headlights)
2. Lights in the engine and car in picture 2  
Kind of lights (electric)  
Why lights are needed on the train (for people to read, eat in dining car, etc.)  
Why the engine must have a strong headlight  
The difference between passenger and freight trains

3. Lights on houses in picture 3  
How lights get into the houses  
How people lighted their houses before they had electric lights
4. Lights at the airport in picture 4  
Why the airport must be so well lighted  
Why the planes have lights inside  
Why a searchlight is needed
- b. The telling of stories about the pictures

#### EXAMPLES OF ORAL STORIES

1. The two cars are passing each other on the highway.  
The headlights are burning.  
The tail light is burning too.
2. Here comes a big engine.  
Maybe it is pulling a freight train.  
There goes the 20th Century Limited.  
It is a passenger train.  
The two trains are whizzing past each other.  
Toot! Toot! Toot!
3. All of the houses have electric lights.  
The people are all at home.  
They are inside their houses.  
Guess what they are doing.
4. Here is a picture of the airport at night.  
How bright the lights are!  
The searchlight helps the pilots see where they are going.  
The other bright lights help them see where to land.  
See, one airplane is landing.  
Another has just taken off.

**Suggested Checking Exercise**

The teacher writes the sentences on the board.

She then reads the whole sentence, running her pointer smoothly under the words and stopping long enough at the blank for the children to guess before she goes on.

**ORAL FILLING OF BLANKS**

1. The cars each have ..... lights on them.  
There are ..... lights in the first picture.
2. There are ..... trains.  
The picture shows ..... tracks.  
The train is ..... very fast.
3. There are ..... houses with lights in them.  
The street light is on the ..... pole.
4. There are ..... airplanes in the picture.  
The airplanes have ..... in them, too.

**Supplementary Activities**

1. Playing traffic policeman.  
Street intersection may be marked on floor.  
Some children may be cars, others, pedestrians.  
One child may be traffic policeman and direct traffic.  
Stop-Go sign may be made.
2. Drawing and painting pictures of activities of police.
3. Looking at picture books about police.

**HELPERS, card 13****Suggested Use of Pictures***a.* Discussion of:

## 1. Postman's work

In city

In country

How mail is sent — train, airplane, boat

## 2. How policemen help

Traffic police

Mounted police in park

Bluecoat police helping to find children

Motorcycle policeman on highway

Police helping to keep people behind ropes at fire

## 3. Fireman's work

Danger of his work

Importance of his work

What happens in fire barn when bell rings

Order of departure of cars

Why the fireman wears the kind of clothes he does

*b.* The telling of stories about the pictures**EXAMPLES OF ORAL STORIES**

## 1. This is the postman.

He is delivering mail.

He has some letters in his hand and some more in his mail-bag.

There are some magazines in his mailbag too.

2. This is a traffic policeman.  
He has made the cars stop so a little girl could cross the street.  
He is a good friend.
3. Fire! Fire! Fire!  
Here comes the fire wagon.  
The fireman is not afraid to get wet.  
Water will not hurt him.

### Suggested Checking Exercise

TEACHER: I am going to say three different things about the postman in picture 1. Only one is right. Tell me which one is right. Do not tell until I have finished reading all three. (The teacher stops a moment after each choice.)

#### ORAL MULTIPLE CHOICE STATEMENTS

1. The postman is  
sitting on a curbstone.  
riding in a car.  
walking to deliver the mail.
2. The policeman is  
helping put out a fire.  
running down the street.  
helping a little girl across the street.
3. The fireman is  
wearing no hat.  
wearing a cap and boots.  
wearing a big pointed hat and rubber boots.

**Supplementary Activities**

1. Dramatizing activities of the helpers.
2. Taking a trip to the firehouse.
3. Painting and drawing pictures of helpers.
4. Looking at related picture books on reading table.

**ANIMALS, card 14****Suggested Use of Pictures***a.* Discussion of:

1. What animals these are
2. Names they are often called (Frisky, Jumbo, Jocko, etc.)
3. Where they may be found:
  - Elephant — jungle, circus
  - Squirrel — woods, park, cage in zoo
  - Rabbit — woods, rabbit hutch, pet cage at school
  - Monkey — jungle, circus, on street with organ grinder
  - Bee — woods, garden

*Note:* These pictures do not lend themselves to story telling as well as they do to discussion. Step *b* may therefore be omitted here.

**Suggested Checking Exercise**

TEACHER: I am going to say three different things about each picture. Two of the things I say will not be right. One will be right. See if you can tell which is right. Do not let anyone guess which one you think is right. Wait until I finish saying all three and then stand up if you think you know.

## ORAL MULTIPLE CHOICE STATEMENTS

1. The elephant is a little animal.  
The elephant is a big animal.  
His name is Frisky.
2. The squirrel has a short tail.  
The squirrel has a long bushy tail.  
His name is Jumbo.
3. The bee is very big.  
It has pretty feathers.  
It can fly.
4. The rabbit has a long tail.  
The rabbit can fly.  
The rabbit has long ears.
5. The monkey has a short tail.  
The monkey can fly.  
His name is Jocko.

## Supplementary Activities

1. Pantomiming and guessing different animals that are found in woods or jungle.
2. Matching pictures of baby animals with mother animals. (The teacher may prepare a mimeographed sheet with pictures of baby animals to be cut off and mounted by the appropriate mother animal.)

## THE THREE BEARS, cards 15 and 16

The aim of these story pictures is to provide opportunity for the children to tell a familiar story in sequence, as



well as a longer story with eighteen serial pictures. Each child should have an opportunity to try to tell the whole story from the pictures.

### Checking Exercise

Dramatize the story.

### Supplementary Activities

1. Pantomiming parts of the story to guess.
2. Pantomiming the whole story through.
3. Drawing or cutting pictures to make The Three Bears' Book.

## THE PICTURE DICTIONARY, cards 17-32

Words used early in the primer are introduced through the use of 16 picture cards and matching word strips. The children practice close discrimination of the form of words through a game with the cards.

On one side of each card is a picture with the appropriate word or words printed beneath. On the other side of the card is the same picture without the printed word or words. A separate word card is provided for each picture, duplicating the label under the picture.

### *Suggested Procedures*

TEACHER (introducing Card 17, a picture of Jack with book in his hand): This picture tells about a little boy you will read about very soon in your new book. Who is he? Yes, *Jack*. This word under the

picture says *Jack*. The big *J* will help you remember Jack's name.

Children find *J* and listen for the sound of it as the teacher pronounces the word. The teacher sets the card on the chalk rail.

TEACHER (introducing Card 18, a picture of Billy running): Here is a picture of Jack's playmate. What is his name? Yes, *Billy*. See, here is the word that says *Billy*, (pointing to the label under the picture).

The teacher then sets the card on the chalk rail.

Now let's see if we have taught ourselves the names of the two boys. Find Jack's picture with his name underneath. Say Jack's name. Find Billy's picture with his name underneath. Say Billy's name. (The teacher then turns the cards over so only the picture shows. She holds up the separate word card, *Jack*, and asks someone to put it under the right picture. The child then turns the card over to see if he is right. The same procedure is followed with Card 18. The cards for Mary Jane's family are then introduced.)

TEACHER (introducing Card 19, *Mary Jane* with her doll): Here is another playmate of Jack's. What is her name? Yes, *Mary Jane*. It takes two words to make Mary Jane's name, *Mary* and *Jane*. One part of her name begins like *Jack*. What part is it? Yes, *Jane*. Can you hear the *J*? Can you find it?

The teacher then sets the card on the chalk rail. She then introduces cards 20, 21 and 22 — picture cards of *Baby*, *Mother*, and *Daddy*.

TEACHER (introducing cards 20, 21 and 22): Here are Mary Jane's Mother and Daddy and her baby sister. What does this word say? *Baby*. And this? *Mother*. And this? *Daddy*.

The game of matching labels and verifying is then played with these cards. The number of cards used during a class period will vary, of course, according to the ability of the different groups. The remainder of the cards are listed below in the way in which they seem to group themselves most naturally for teaching purposes. The same teaching procedure should, in general, be followed with these cards.

- |             |                     |
|-------------|---------------------|
| 23. a boy   | 28. a picture       |
| 24. a store | 29. a rabbit        |
| 25. a house | 30. candy           |
| 26. a light | 31. something good  |
| 27. a car   | 32. something funny |

A review of all cards used to date may well be made at the close of each teaching period.

*Note:* The first ten pages of the practice book, *Fun For Me*, are planned to be used at the same time that these dictionary cards are being developed by the children. Most children should now be ready for the primer, *Everyday Fun*. If there are any children who do not accomplish the work with these dictionary cards with reasonable ease, they should be given additional work of the type described in the manual for the Pre-Primer Period before the dictionary cards are again presented.

## THE PRIMER PERIOD

### DETAILED LESSON PLANS FOR *Everyday Fun* (PRIMER)

#### INTRODUCING THE PRIMER

The first impulse of all of us when given a new book is to browse through it, sensing in advance of the reading of it, some of its promised joys. The teacher distributes the primers to the group and discusses them as follows:

TEACHER: You will like this book. It is about *Everyday Fun*. See, that is what it says here on the outside of the book, *Everyday Fun*. Look through the book and see how you like it.

After the children have had a little time to browse through the book and talk about it, the teacher may say, "Let's turn back to the front of the book now and enjoy it together."

On the left inside of the front cover and on the opposite page Jack, Mary Jane, Billy, and Baby are introduced. On the right inside cover, are the pictures by Jack, Mary Jane, Billy, and Baby. The teacher's procedure may then be something like this:

TEACHER: Let's look at the childrens' pictures first. (Referring to left inside cover page.) Can anyone guess the little boy's name (pointing to *Jack*)?

There may be some child in the room named Jack. If so he will probably recognize his own name. If not, the teacher can whisper the name to some child and let him read it as all find it. She will probably have to tell the name of the little girl in the next picture. She may

wish to call attention to the fact that Billy's and Baby's names both begin with *B*. She will encourage the children to discuss the pictures freely. They will enjoy and profit also by going back to the first picture and naming each picture in order from left to right. Then discuss the next page.

TEACHER: Now let's look at the next page. (Referring to right inside cover page.) Underneath each painting the words tell by whom it was painted.

The children will probably be so interested in the paintings that they will not look at them in proper sequence at first. After this general discussion the teacher may say:

"I wonder who made the first painting? If you cannot tell, look over here on the first page at the names and see which one begins with a big *M* like this. Yes. This is Mary Jane's painting. The words say here *by Mary Jane*. Can all of you find them? By whom was the boat picture painted? Yes, *by Jack*. (Again it may be necessary for the children to refer to the preceding page.) Baby thought she could paint a picture. Find Baby's picture. What does it say under her picture? Yes, *by Baby*. And who painted the car? Yes, Billy did. Find *by Billy*. My! this is going to be a good book, isn't it? Now let's turn the page. See, here is the name of the book again, *Everyday Fun*."

The children will discuss the picture freely. Then all will turn the page to the *Contents*.

TEACHER: This part is called the *Contents*. Can you guess what it is for? Yes, it will help us find the

story we want, if we know the words. This word up here says *Contents* (pointing in her book). Find it in your book. The first part of the book is called *Fun at Jack's House*. That is what it says here. The first story is called *Fun*. Here it is in the *Contents*. Find it in your book. Now slide your finger along on the dotted line like this until you come to 3. That means that the story begins on page 3. Now let's go back to the beginning of the next line and find the name of the next story. It is called *Something Funny*. See! Find it in your book. Now slide your finger along again until you come to the page number. Do you know the page number? Yes, page 9.

After doing this with several titles, stressing the left right movement and the swing back to the next line, the teacher may say:

"Now let's turn to the big round picture of Jack and Mary Jane.

"Jack and Mary Jane are having fun at Jack's house. What are they doing? Find the part that says, *Fun at Jack's House*."

The teacher may print this title on the blackboard or point to it on her book. She may run her finger along smoothly as she says the words.

TEACHER: Now let's turn to the next page. This page has pictures that tell a story like those in the "funny paper." It is a picture story. That is what these words say, *A Picture Story*. This part up here is my part. It says, *To be read by the teacher*.

The teacher reads her paragraph and encourages the

children to discuss the pictures and to notice the way they are numbered. Different children tell the story, using the pictures in sequence. The other children will enjoy pointing to the pictures as the story moves along.

## PART ONE

### FUN AT JACK'S HOUSE

#### FUN, pages 3-8

SHORT CARDS 15-26      LONG CARDS 3-7

Children who have had the pre-primer work may not need as much help as is suggested in these first lessons. The general procedure should be the same, however.

#### Introductory Reading of the Whole Story

The teacher's primary purpose in this first reading period is to lead the children through the whole story.

#### Page 3.

TEACHER: You already know who this is in this picture, don't you? Yes, it is Jack. He is ready to have fun. This little word says the name of the story, *Fun*. (Show card and have the children find the title in their books.)<sup>1</sup> What do you think Jack is saying to you?

Perhaps one of the guesses will be *I will paint* but, if not, the teacher can whisper the sentence to some child

<sup>1</sup> If the cards are not available the teacher may print the words on strips of paper or on the blackboard as she talks; or she may point to them in the primer she has in her hand.



who will then read it aloud. This procedure is superior to having the teacher tell the sentence aloud since the element of mystery adds interest. The children, at the same time, will begin to realize the importance of really knowing the words.

*Caution.* Although the teacher *must not permit pointing to separate words* she should lead the children to slide the finger smoothly and quickly under the words from left to right as they read softly, or to use a marker and move the eyes along the line from left to right without pointing.

During the first few lessons, reading softly in concert is justifiable.

The teacher's major aims in these early lessons are to keep the story moving, and at the same time to build up fundamental habits of eye movements, avoidance of lip movement, ability to foresee context from illustration, and recognizing words in meaningful context.

#### Page 4.

TEACHER: See, Mary Jane is going to have fun, too. But Jack is talking to you and not to Mary Jane. See, he is pointing to Mary Jane. What do you suppose he is saying to you?

Some child may guess correctly. If not, the teacher will again whisper to some child so he can read:

Mary Jane will draw.

As different children read this sentence, the rest will be taught to run the finger along the line smoothly, or to use the marker under the line.

## Page 5.

TEACHER: Now we know where the children paint and draw. See, Jack is talking to Mary Jane this time. Put your finger on the big, tall *I*. Guess what Jack is saying to Mary Jane.

If no child guesses correctly the teacher may whisper to someone so he can read:

I will paint here.

TEACHER: But this time we have to read two lines. Who said, *I will paint here*? Yes, Jack did. Now let's read both lines like this:

"I will paint here,"  
said Jack.

The teacher will emphasize *here* slightly as she reads, and sees that the children stop briefly on *here* as they read, and then swing back to the next line. After the children have been helped to find *I* again at the beginning of the third line, they can be led in the same way to read:

"I will draw here,"  
said Mary Jane.

## Page 6.

TEACHER: Jack and Mary Jane are ready for work, aren't they? What is Jack going to do?... What is Mary Jane going to do? In the first line Jack tells Mary Jane what to draw. Find the first word. It says *Draw* (showing card).

The teacher then whispers the first line to some child,

because there is nothing in the picture to suggest *a house*. The child then says:

Draw a house, Mary Jane.

and the teacher guides all of the children to reread this line and then swing back to the beginning of the next line and finish with, *said Jack*.

TEACHER: The next line has *house* in it, too. Jack wants to paint his own house. He tells Mary Jane what he will do. Put your finger on *I* again. What else did Jack say?

If the children do not guess correctly the teacher can help them read:

"I will paint my house."

#### Page 7.

TEACHER: The first word on this page is *Then* (showing card). Find *Then*. I will read the first line to you and you can look along the line as I read. Teacher reads:

Then Jack began to paint.

TEACHER: Let's see what Mary Jane did. Children read:

Mary Jane began to draw.

TEACHER: Let's see what they drew. Let's turn to page 8.

#### Page 8.

TEACHER: Jack and Mary Jane can make good pictures, can't they? See, Jack made his own house.

The first word says *Here* (showing card). Find it.  
What is Jack saying?

Children probably will guess:

“Here is my house,”

and can easily be led to finish with:

said Jack.

TEACHER: Find *Here* again. Who can read what Mary Jane said?

Children read:

“Here is my house,”  
said Mary Jane.

A discussion of different kinds of houses, bungalow, cottage, one-story house, two-story house, etc., may follow if pre-primer work has not been done. If it has, a quick review will be valuable. (Pages 11 and 12 of *Fun For Me* may be used before this practice period.)

### Practice Period

#### WORD AND PHRASE CARDS

|      |               |                |
|------|---------------|----------------|
| Fun  | I will paint. | said Jack      |
| Then | I will draw.  | said Mary Jane |
| here | a house       | began to draw  |
| Here | my house      | began to paint |
| draw | Here is       |                |
| Draw |               |                |

This period is devoted to practice in recognition of sentences, words, or phrases in the story, *Fun*, prior to rereading of the entire story.

(If word and phrase cards are not available the words

and phrases can be printed by the teacher on the blackboard or on strips of paper. Those grouped together are for comparing.

The practice should be given in context as far as possible. At this stage it is not easy for children to match a word on card or blackboard with one in context. Since it is in context, however, that the word will be met most often and will have the most meaning, care should be taken that transfer to the same words on the printed page is made by the children whenever supplementary aids of this kind are used. The practice period may be handled in some such fashion as the following:

TEACHER: Let's look back at the *Contents* again. See if you can find the name of the story we read before.

The teacher may have to assist individual children in finding the title. They will probably recall the way they slid their fingers along the dotted line and will be able to find the page number and turn to it.

**Page 3. New Words:** Fun I will paint

TEACHER: What is the name of the story? Yes, *Fun*, pronouncing the word slowly and exaggerating the beginning sound slightly. Say, *Fun*. It begins with a big *F*. Can you hear it when you say *Fun*? Can you find the big *F*? Who can read what Jack says?

Some child will probably be able to read:

I will paint.

Teacher rereads it, exaggerating the *p* sound in *paint* slightly.

TEACHER: Say *paint*. *Paint* begins with a *p*. Can you find *paint* all by itself?

If the children have difficulty in finding the word without help, the teacher may refer to a sign on the paint can or painting easel or may show *paint* on the card *I will paint*.

TEACHER: Let's all read the whole line again.

Page 4. *New Words*: Mary Jane draw

TEACHER: Here is Mary Jane again. (Give the opportunity to discuss illustrations again briefly.)

What does Jack say about Mary Jane?

Teacher will let different children read:

Mary Jane will draw.

while the rest slide a finger along smoothly underneath or use marker.

TEACHER: It takes two words to make Mary Jane's name. Who can find her name (showing card)? What is Jack saying to us?

Mary Jane will draw.

TEACHER: Which part says *draw* (referring to the word on the card or blackboard)?

Page 5. *New Words*: here said Jack

TEACHER: Can anyone remember this word (showing card for *here*)?

If necessary the teacher may whisper the word to some child who tells it to the class. Then all try to find it in context.

TEACHER: Find *I* in the first line. Now what did Jack say?

"I will paint here,"  
said Jack.

If the child hesitates, the teacher can get the correct response by referring to the picture and showing card *said Jack*.

TEACHER: Who can find Jack's name? Yes, it begins with a big *J*.

Some child may say that his name begins that way. If not, do not press the point at this stage.

TEACHER: And what did Mary Jane say (again referring to the picture and card *said Mary Jane* if necessary)?

"I will draw here,"  
said Mary Jane.

TEACHER: How many times can you find *here* on this page (showing card)? Find *I will paint* (showing card). Find *I will draw* (showing card).

**Page 6. New Words:** house my

TEACHER: Here is the word *Draw* again (showing card and comparing card *draw*). This time it begins with a big letter, a capital letter. Find it in your book. What did Jack tell Mary Jane to draw? Yes, *a house* (showing card). And Jack said *I will paint* (showing card *my house* for the children to read).

Children's attention is called to the two cards, *a house*, *my house*. They note likeness and differences. They practice finding each in the book.



**Page 7. New Words:** Then began to

TEACHER: This word says *Then* (showing card). Find *Then* in your book. What did Jack do *Then*?

Then Jack began to paint.

TEACHER: What did Mary Jane do?

Mary Jane began to draw.

TEACHER: Which part says *began to paint*. Which part says *began to draw*?

Display one card under the other so children will readily note which parts are alike and which different. This policy should be followed in all comparisons.

**Page 8. New Word:** is

TEACHER: You remember *draw* looked different when it began with a big *D*. This time *Here* looks different. It begins with a capital letter, too (showing cards for *here* and *Here*). Which one do you see on this page? How many times can you find *Here* on this page? What did Jack say when his house was painted? What did Mary Jane say when her house was painted?

"Here is my house."

Find just the part that says *my house* (showing card again). How many times can you find it on this page? Find the part that says, *Here is* (showing card). How many times can you find it on this page?

As a final step before rereading the story, the teacher may have the children turn back to page 3. She may flash

all of the cards for them to find the words in their books and tell what they are. If the practice book is used following the second period, this extra practice may not be necessary.

### **Rereading for a Specific Purpose**

TEACHER: Now let's read the whole story, *Fun*.

Then we can act it out just like a play.

Children read through the story, sentence by sentence, silently and then orally.

The children then play the story. A paint brush, a crayon, and paper will be necessary. Let two children be Jack and Mary Jane and act out the story as others read it.

### **Individual and Group Activities**

#### **A. SILENT READING**

*My Practice Book, Fun For Me.* Exercises 13-16.

The directions for each exercise are on the inside margins of each page in the Practice Book. While the instructions for each exercise designate when it is to be used, the teacher should use her own judgment about assigning a certain exercise, depending on the particular needs of the group. Sometimes the last exercise of a story may follow the introductory reading period of the next story.

Most of the directions will necessarily have to be oral at first until the children have acquired a sufficient reading vocabulary for silent reading directions. From the beginning, however, very simple self-directing silent reading exercises for drawing are given.

All new types of exercises should be demonstrated on the blackboard with similar, not identical, material.

Pictures of all the characters in the primer will appear on the outside strip to be cut off. These are to be colored and cut off for a picture book. Other sections to be cut off may be taken home by the children to show to their parents.

### *Blackboard or Card Checking Game*

(To be used if extra practice is needed before rereading.)

The teacher may print the same words and phrases on the blackboard that the children have seen on the cards. She may then say:

“If you can find the words I ask for, you may draw a line under them.

Find the name of the story. (*Fun*)

Find what Jack said first. (*I will paint.*)” And so on with each word or phrase.

As a last step the children may find the words in their own books and erase them from the blackboard.

### B. RELATED CLASSROOM ACTIVITIES

1. Painting pictures of *Vacation Fun*, *My Pets*, or other interests.

2. Drawing pictures — perhaps of interesting things done at school to be made into a book and taken home to Mother at the end of the week.

3. Collect pictures for picture dictionary cards, and print the labels on them.

4. Making paint aprons to protect clothes when paint-

ing. Heavy paper, cloth, or oilcloth may be used. The aprons may be decorated with yarn or crayon design.

*Note:* The painting easel may have a sign, *Paint here.*, and the drawing space a sign, *Draw here.* (See cards furnished for this purpose.) The teacher will probably make other signs from time to time such as *Come and Paint, Our Best Paintings*, etc. The children's drawings and paintings may be displayed in the *Children's Art Gallery* and appropriately labelled as:

Going to School  
by Betty Lou

or

Tom's Dog  
by Tom

## SOMETHING FUNNY, pages 9-13

SHORT CARDS 27-34

LONG CARDS 8-10

### Introductory Reading of the Whole Story

#### Page 9.

TEACHER: This story is called *Something Funny*. Can you find the very black part that says *Something Funny* in your book (showing card)? I wonder which part says *Something*. Put your finger on the part that says *Funny*. *Funny* starts like *Fun*, doesn't it?

Children may suggest other words that begin with the first sound, particularly their own names. This should not be forced but used if suggested to further develop sound consciousness.

TEACHER: See what happened. Yes, the children have changed places. Mary Jane will not draw this time. What will she do? The first sentence begins with *Now* (showing card). Put your finger on *Now* in your book.

The teacher then reads slowly: *Now I will* —, giving the children a chance to suggest *paint* and to finish with *said Mary Jane*.

TEACHER: What is this word (showing *Then*)? Find it in your book. Then what did Jack say then?

“Then I will draw,”  
said Jack.

Page 10.

Children and teacher here discuss the fact that something is making Jack and Mary Jane laugh.

TEACHER: You will need these words (showing card *something funny*, and telling if necessary). Now begin with *I* and read what Jack said:

“I will draw  
something funny now,” said Jack.

Call attention to fact that *said Jack* is on the same line this time.

TEACHER: Here is our old friend *Then* (showing card again). Find *Then* in your book. Now let's read what Mary Jane says.

Teacher and children read:

“Then I will paint  
something funny,” said Mary Jane.

Again children notice that *said Mary Jane* is on the same line.

TEACHER: Then what happened? (The teacher shows card *began to draw*, if necessary.)

Then Jack began to draw.

TEACHER: Then what did Mary Jane do (showing card *began to paint* if necessary)?

Mary Jane began to paint.

Page 11.

TEACHER: This word says *Pictures* (showing card). Find *Pictures* in your book. It starts like *paint*, doesn't it? These are funny pictures, aren't they? I wonder what it says above Jack's funny picture? Can you find *Here*? (The teacher reads with the children *Here is Jack's picture.*) The next line asks a question. It says *Is it funny?* What do you think about it? Now you can read what it says above Mary Jane's picture.

Here is Mary Jane's picture.  
Is it funny?

Page 12.

TEACHER: What do you suppose these words say? (Showing *More Pictures*).

Children may remember *Pictures*. The teacher can tell them *More*. The teacher pronounces *More* slowly, emphasizing the initial sound and having the children hear it.

TEACHER: Guess who made the first picture. I know! I can tell by these little words (showing *by Jack* and telling if necessary). And who made the last one (showing *by Mary Jane* and telling if necessary.)?

TEACHER: The next page is a page of games. We must go back and teach ourselves the words in this

story, as we did in the other one, before we are ready to play the game on page 13.

### Practice Period

#### WORD AND PHRASE CARDS

| <i>New Cards</i> |                 | <i>Old Cards</i> |
|------------------|-----------------|------------------|
| Now              | Something Funny | Then             |
| now              |                 |                  |
| Find             |                 | said Jack        |
| Make             | Is it funny     | said Mary Jane   |
| Pictures         |                 |                  |
| picture          | More pictures   | began to paint   |
|                  |                 | began to draw    |
| by Jack          | by Mary Jane    | something funny  |

Practice the recognition of sentences, words, or phrases in context.

**Page 9.** *New Words:* something funny now

TEACHER: Let's find page 9 again. Can anyone remember the name of the story (showing *Something Funny*)? What is this word (showing card *Now*)? Now read to yourself and find out what Mary Jane said. Read two lines, remember.

TEACHER: What is this word (showing *Then*)? Find *Then* in your book. Read what Jack said then. (Children read silently, then orally.)

**Page 10.**

TEACHER: Do you remember these words? (Show card *Something Funny*, as in title and then showing same words on card in small letters.) Now put your finger on the big, tall *I*. Read to yourself what Jack



said. Read two lines. (Some child then reads orally.) Then what did Mary Jane say? (Same procedure.) How many times can you find *Something Funny* on this page? How many times can you find *Then*? Find the part that says *said Jack*. Find the part that says *said Mary Jane*.

**Page 11. New Word:** it

TEACHER: Do you remember this word (showing *Pictures*)? This word is almost the same (showing *picture*). They begin alike, don't they (showing *Pictures* and *picture*). Do they look exactly alike? What is the difference? (Help children to note the *s* on the end of *Pictures*.) Who can read both lines about Jack's picture? Who can read both lines about Mary Jane's picture?

TEACHER: Here is the line that asks a question. What does it say (showing *Is it funny*)?

The teacher then pronounces *funny* slowly, emphasizing the initial sound, and saying, "What other word began like *funny*?" Children may recall *Fun*. The teacher will help them again to see *Fun* inside of *Funny* and to hear the sound of the *f*.

**Page 12. New Words:** More by

TEACHER: What does it say up here? (*More Pictures*. Teacher emphasizes the *M* in *More*.) Can you find a very small word *by* in this part (showing *by Jack*)? How many times can you find the little word *by* in your book?

Page 13. *New Words:* Find make

TEACHER: Now we are ready for the games. The first game is called *Find* (showing card and emphasizing initial sound of *f*). What other words began like *Find*? (*Fun, Funny.*)

Now read the first line to yourselves. It tells you to do something. (Children read silently and find picture of Jack's house.) Now read the next line to yourselves and do what it says. What does the next line tell you to find?

The other game is called *Make* (showing card). Say *Make*.

The teacher emphasizes the *m* sound and calls attention to the similarity of sound of *Make* and *More*.

How many times can you find *Make* on this page? Read the first line to yourselves. Who can come to the blackboard and do it? Who can do the next one? And the next.

### Rereading for a Specific Purpose

This is omitted because of the character of the content.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 17 to 20.

Exercise 19 is a test. The words are to be pronounced orally by the teacher. Each child draws a line under the word, phrase, or sentence pronounced. A blackboard demonstration should precede the giving of the test.

*Blackboard Game*

This extra word game may be used if *Fun For Me, My Practice Book* is not used and more practice is necessary for any group before rereading. The teacher prints the following sentences on the blackboard. The children read the first sentence silently. Some child is then asked to draw a line from *Now I will paint* to the part that tells who said it. The same procedure is followed with the rest.

Now I will paint

said Jack.

Then I will draw

I will draw  
something funny

said Mary Jane.

Then I will paint  
something funny

**B. RELATED CLASSROOM ACTIVITIES**

1. Painting or drawing funny pictures.
2. Painting or drawing pictures about: toys at home; getting ready for school; helping Mother, etc.; other interesting personal experiences of the children.
3. Looking at, and discussing some of the paintings or drawings of another class, perhaps last year's class.

**SOMETHING GOOD, pages 14-18**

SHORT CARDS 35-45

LONG CARDS 11-12

**Introductory Reading of the Whole Story**

Page 14.

TEACHER: Look at Jack and Mary Jane in this picture. How do they look? Why? Yes, I think

they smell something. I wonder what they smell. The name of the story is *Something Good* (showing card). Let's all find *Something Good* in our books.

TEACHER: Mary Jane says *I smell something*. Find that part. Now read both lines.

Teacher may show card, *said Mary Jane*. Children read silently, then some child reads orally:

"I smell something,"  
said Mary Jane.

TEACHER: Now let's read what Jack said.  
Teacher and children then read:

"I smell it too,"  
said Jack.

The teacher supplies *too*, for the children will not know it. She may show the card *too* as she says it.

TEACHER: What else did Jack say about it? He tells you how it smells. Begin with *It* (showing card). Children read:

It smells good.

Page 15.

TEACHER: Jack is excited, isn't he? He is talking to *Mother* (showing card). How does he call Mother?

"Mother! Mother!"  
said Jack.

If the child does not read *said Jack*, teacher may show card *said Jack*.

TEACHER: You will need these words again (showing *something good*).

If necessary the teacher may refer to the other card on which the same words begin with capital letters.

TEACHER: Find *I*. What else did Jack say to Mother?

I smell something good.

TEACHER: Does Mary Jane smell it, too? Let's find out. Let's read this part together.

The teacher and children read:

Mary Jane smells it too.

The teacher again shows card *too* and holds it long enough for children to say the word. The teacher supplies the word if they do not recognize it.

TEACHER: Can you guess what it is they smell?

Some child will probably guess *candy*. The teacher then shows card for *candy* and the children find the word in the book.

TEACHER: Now begin with *Is* and read the question. Children read silently, then someone reads orally:

Is it candy?

Page 16.

TEACHER: But Mother says *No*. Guess which word says *No*. What else do you think Mother said? Teacher and children read together:

"No, it is not candy,"  
said Mother.

Teacher supplies *not* as they read.

TEACHER: Jack talked next. This part says *What*

*is it* (showing card). Which part says *What*? Let's read the two lines together.

"What is it then?"  
said Jack.

The teacher may have to supply the word *then* (showing card).

TEACHER: Can you find the *It* that looks like this (showing card *It*)? What else did Jack say about it?

It smells good.

(Compare the word *It* and *it* on the blackboard.)  
What is the question again?

What is it?

### Page 17.

TEACHER: Mother is teasing the children, isn't she? (Children discuss the picture freely.) Mother does all the talking on this page. What is the first word on the page? Yes, *It*. She tells the children what it *smells like* (showing card *smells like*), and what it *looks like* (showing card *looks like*).

TEACHER: Let's begin with *It* in the first line. Who can read the line?

Teacher may show card *smells like* again for reference. Children read silently and then some one reads orally:

It smells like candy.

TEACHER: The second line begins with *It* also. Read that line.

It looks like candy.

TEACHER: But Mother says it is not candy. Find the line that says:

It is not candy.

And here is the question again. Read two lines. You will need this part (showing *said Mother*).

Children then read:

“What is it?”  
said Mother.

TEACHER: I want to be Mother and read the whole page. I want to tease Jack and Mary Jane.

Teacher then reads the page with feeling. She asks the children to follow as she reads. She stops at the end of the fourth line for the children to add, *said Mother*.

TEACHER: If it is not candy that Mother is making what can it be? Let's see if the next page tells us.

Page 18.

A discussion of the picture will doubtless lead to the correct guess.

TEACHER: You will need a new word for this page.

Teacher shows card for *I know*, and calls attention to the word *know* on it and says, “See if you can read what Jack said.”

“I know. I know now,”  
said Jack.

TEACHER: Did Mary Jane know *too*? See if she did.

Children are asked to read silently and then some child reads orally:

“I know too,”  
said Mary Jane.



TEACHER: Mary Jane says *I like it* (showing card). Find that part. Which word says *like*? Can you read and answer the question at the bottom of the page?

### Practice Period

#### WORD AND PHRASE CARDS

| <i>New Cards</i> |             | <i>Old Cards</i> |
|------------------|-------------|------------------|
| Something Good   | What is it? | Then             |
| too              | smells like | said Jack        |
| It               | looks like  | said Mary Jane   |
| No               | said Mother | now              |
| it               | I liked it  | something good   |
| I know           | I smell     | Mother           |
| then             |             | candy            |

Page 14. *New Words:* good smell too.

TEACHER: Find the name of the story again. What is it? Yes, *Something Good* (showing card and having children find the name in the book). Can you find *I*? See if you can find the word *smell* (writing the word *smell* on the blackboard). If I add an *s* to *smell* (writing on blackboard) the word says *smells*. Can you find *smells* on this page? How many times do you see *smell*? *Smell* will not have an *s* on the end of it. Now how many times can you find *smells*, the word with the *s* on the end of it on page 14? Yes, one time.

TEACHER: Now find the little word *it* (showing card again). Here is the word *It* beginning with a capital letter *I*, and here is the word *it* beginning with a little letter *i*. Find the one that begins with a little *i* in your

book first. Now find the one that begins with the capital letter *I*. (Children say *it* each time they find it.) Can you find this little word (showing *too*)? What is it? I can find four words on this page that begin with *s*. Listen while I say them (children finding the words *smell*, *something*, *smells*, *said*, as she pronounces each and emphasizes the *s* sounds).

Children pronounce and find them also. They hear *s* as they say the words. They may suggest other words that begin the same way.

TEACHER: Perhaps someone would like to read the whole page now. Who will try?

Some child reads each line silently, then orally. If the teacher sees him hesitate, she shows the word card and whispers the word to him if necessary.

**Page 15. New Words:** Mother candy

TEACHER: What is this word (showing *Mother* and pronouncing it slowly, emphasizing sound of *m*)?

She shows the children which part makes this sound. They say the word also. Teacher also recalls *make*, *more*.

TEACHER: How many times can you find *Mother* on this page? What is this word (showing word *candy*)?

If the children do not know the word, she may draw a picture of sticks of candy on the blackboard or show picture dictionary card.

TEACHER: How many times can you find *candy* on this page? Who can find the whole line that says:

I smell something good?

Where is Mary Jane's name? Read the line that begins with Mary Jane's name.

Children read silently first. Teacher sees to it that they start at the right place and move eyes along the line.

TEACHER: Who can read the question on this page? Where is *smells* with the *s* on the end? Where is *something good*?

The teacher may need to refer to the word on the card first and then have the children find it in their books.

TEACHER: This is an exciting page to read. Who would like to try it?

Again the child who is chosen reads each sentence silently first. The rest watch him enjoy his reading of each sentence. The teacher helps where necessary.

Page 16. *New Words*: No not What

TEACHER: Who can find the whole line that says:

No, it is not candy.

Point to *No*. Point to *not*. Now read both lines.

"No, it is not candy,"  
said Mother.

I see *What is it* two times, do you? Can you find this little word, *then* (showing card *then* and comparing with *Then* previously used)? Can you find *It smells good*? Which part says *smells*? Which part says *good*? Now let's play the *Find* game. I will not say one word out loud and neither will you.

Teacher then prints on the blackboard or places cards

on chalk rail. The children read silently and find the words in their books.

Find..... No, it is not candy.

Find..... No.

Find..... said Mother.

Find..... not

Find..... What is it then?

Find..... then

Find..... It smells good.

Find..... said Jack

Find..... What is it?

The children will enjoy the silent game. If the teacher has to help anyone, she whispers so that no word is spoken aloud.

Some child may be asked to read the whole page before leaving it. It is important that the children realize that practice with words is not reading, that reading must be done smoothly and with feeling in order that people may enjoy it. In order to read smoothly the children must read silently first.

**Page 17. New Words:** looks like

TEACHER: How many times can you find *it* on this page? Now find *smells like*. Now find *looks like*. (Children compare the two cards, one beneath the other.) Which part says *like*? I can hear the *i* in *like*, can you? How many times can you find *candy* on this page? Who can read the question? Who did the talking on this page? Which part tells you that? Who can be Mother this time? Who can read each line to himself and then try to make it very interesting

to us? (Some child reads the whole page, sentence by sentence.)

**Page 18. New Word:** know

TEACHER: I see a part that says *I know* (showing card). I see it three times on this page. See if you can find *I know* three times. I see a little word *now* (showing card). Can you find *now* in your book? Find *too*. I remember *too* by the little *o*'s on the end. I see a short line that says *I like it*. Do you? Who can read and answer the question? This is an exciting page to read, too. Who can make it exciting? Do you remember how I read the other exciting page? I read it to myself first and then I could enjoy it better when I read it out loud. Let's let G — read the page. Let's see if she makes us enjoy it.

### Rereading for a Specific Purpose

Rereading the whole story to read it to another group, child, or grown person.

TEACHER: We worked so hard to teach ourselves the words, I am sure we can read the story so that we can play it tomorrow. We must be able to make it interesting.

Children then reread page by page always reading each line silently first and then orally.

It is imperative that the children get the satisfaction of reading to the persons or group designated. Each child may read a page or even a part of a page, taking the part of one character or another. The spacing between para-

graphs will aid the children in doing this. The story lends itself readily to dramatization.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 21 and 22.

#### *Blackboard Checking Games*

The teacher may then print the following sentences and phrases on the blackboard and lead the children to see similarities and differences.

|                  |                  |             |
|------------------|------------------|-------------|
| It is candy.     | What is it?      | I know.     |
| It is not candy. | What is it then? | I know now. |

If the teacher still feels that the children need further practice on the words and phrases before rereading the entire story, she may present the following game.

#### **Who Said**

Draw a line from the phrase to the name of the person who said it.

I smell something

Mother

I smell it too.

Mother! Mother!

Jack

No, it is not candy.

What is it then?

I know now.

Mary Jane

I know too. I like it.

**LET'S MAKE CANDY, pages 19-23**

SHORT CARDS 46-54

LONG CARDS 13-15

**Introductory Reading of the Whole Story****Page 19.**

TEACHER: We have another story this morning. It is called *Let's Make Candy* (showing card). You could guess from the picture what Mother is going to do. Can you find *Let's Make Candy*, the name of the story? The story begins that way too (showing *Let's make candy* and comparing). Read what Mother said. You will need this little word *now* at the end of the line (showing card).

The children all read silently, then some child reads orally:

“Let's make candy now,”  
said Mother.

TEACHER: Jack liked to hear that. What did he say? (Show card *Something Good* and help children to recognize *Good* on it so they can read.)

“Good! Good!” said Jack.

TEACHER: Mary Jane was pleased, too. Read what Mary Jane said. See if you can read two lines. Teacher then helps the children read:

“Good!” said Mary Jane,  
“I like to make candy.”

TEACHER: This was an exciting page to read, wasn't it? Who will read it all? The rest of us will watch and listen.... Now let's turn the page and see if they really do make the candy.



**Page 20.**

The children discuss the picture freely.

TEACHER: You will need these words to read this page (showing cards *I can make* and *I can help*). Which part says *can*? Mary Jane tells what she can do. Read what she says. You will need these words (showing card *good candy*).

The children read:

"I can make good candy,"  
said Mary Jane.

TEACHER: Jack wants to help, too. What does he say?

"I can help," said Jack.

TEACHER: Let's read the next line and see what else Jack said. Again we begin with *I can make* (showing card).

Children read:

I can make good candy too.

TEACHER: Jack is in a hurry to make it. What else does he say? Begin with *Let's make*.

Let's make the candy now.

TEACHER: Still they have not made the candy. Let's see what the next page says.

**Page 21.**

TEACHER: What did Mother think about it? (Discuss picture.) What did she say?

"No! No! Not now!"  
said Mother.

TEACHER: The next line begins with *Look* (showing card). What do you suppose Mother says?

Teacher reads with the children, supplying words *your hands*.

TEACHER: Mother says something else about *Your hands* (showing card). Read two lines to yourselves and find out.

Your hands will not make  
good candy.

Teacher shows card *will not make* to help if necessary.

TEACHER: Mother did not like dirty hands. What else did she say?

My! My! My!

TEACHER: This page is fun. It is so exciting! Who would like to read it all?

Teacher helps by supplying words where necessary in order to keep the story moving.

## Page 22

TEACHER: What has happened now? (Children discuss picture.) The first line begins with this word (showing *Look*). What did Jack say to his Mother?

"Look, Mother," said Jack.

TEACHER: With what word does the next line begin? Yes, *Look*. You will need these words also (showing card *clean hands* and telling what it says). Find *clean hands* in your book. Begin with *Look* and read what Jack said.

Children read:

Look at my clean hands.

TEACHER: Then Mother said something about clean hands. What did she say? You will need these words (showing *clean candy* and telling if necessary).

Children read:

“Clean hands make clean candy,”  
said Mother.

TEACHER: Begin with this word *You* (showing card), and see what else Mother said.

Children read:

You can help make candy now.

TEACHER: Then what do you suppose Jack did? I will read the last part myself.

Teacher reads:

Then Jack helped Mary Jane  
make ——

The teacher hesitates after *make*, and the children supply *the candy*.

TEACHER: There is a puzzle on page 23, but we must know the words of this story better before we try to work the puzzle. Let's practice a little now.

## Practice Period

### WORD AND PHRASE CARDS

#### *New Cards*

Let's Make Candy.  
Let's make candy.  
I can help  
I can make  
will not make  
You

Look  
good candy  
your hands  
clean hands  
clean candy  
the candy

#### *Old Cards*

now  
Something Good

**Page 19. New Word:** Let's

Practice finding in the book:

Let's Make Candy

let's make candy

Let's (How many times on this page?)

Good (How many times on this page?)

said Mother

said Jack

said Mary Jane

like

Note: The teacher may show cards or print word or words on blackboard if necessary to help the children find them in the book. This transfer from card or blackboard to context in the book should always be made. The children cannot be expected to make it without help.

Hear and find *can* in *candy*, *m* in *my*

Recall *Mother*, *more*, *make*.

Hear and find *i* in *like*.

**Page 20. New Words:** can help the

Practice finding in the book:

I can make (How many times?)

I can help

good candy (How many times?)

the candy (How many times?)

candy (How many times?)

Compare cards:

I can help

good candy

I can make

the candy

**Page 21. New Words:** at your hands

Practice finding in the book:  
your hands (How many times?)  
will not make  
My! (How many times?)

Hear *n* in *no*, *not*, and *now*. Note the part that makes the beginning sound.

**Page 22. New Words:** clean you helped

Practice finding in the book:  
clean hands (How many times?)  
clean (How many times?)  
You  
You can help

Compare cards: Find (on board): *help* in *helped*  
clean hands  
clean candy

### Rereading for a Specific Purpose

Children reread the entire story in parts as a dramatization. Let different children take the different parts.

### WHICH, page 23

TEACHER: This puzzle is called *Which* (showing card). Find the word *Which* in your book. You blow on the word *which* as you do the word *what*. To work the puzzle, you read the line above the pictures, then look at the pictures just below the line and point to the one that answers the question.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 23 to 26.

*Blackboard Checking Game*

Equipment needed: red chalk; green chalk; white chalk.

Print the following sentences on the blackboard:

I can make good candy.

Look at your hands.

I can make good candy too.

Let's make the candy now.

Then Jack helped Mary Jane  
make the candy.

Clean hands make clean candy.

The teacher gives these directions:

1. Draw a red line under the words *good candy* every time you can find them.
2. Draw a green line under the words *the candy* every time you can find them.
3. Draw a white line under the sentences that tell something about the children's hands. Be sure to draw the line from the beginning to the end of the sentence every time.

## B. RELATED CLASSROOM ACTIVITIES

The children may be interested in making candy for a school party or open house for mothers. Simple recipes may be found in any good cook book. Many require no cooking. Fondant candy is particularly easy for children to make. The party may also require paper napkins, decorations, etc., which will provide additional work to be done. Make a picture dictionary of the color words, as needed.

## GUESS, pages 24-31

SHORT CARDS 55-64

LONG CARDS 16-19

## Introductory Reading of Whole Story

## Page 24.

The children discuss the pictures of animals. The teacher may tell the names Frisky, Jocko, and Jumbo.

## Page 25.

TEACHER: This story is jolly. Jack and Mary Jane are playing that they are different animals. Look at Jack in the picture. (Children enjoy this but are asked not to discuss it since it is a guessing game.) The story is called *Guess* (showing card). Find *Guess* in your book. Here is our old friend *Look* again (showing card). Read what Jack said to Mary Jane.

Child reads:

"Look, Mary Jane," said Jack.

Note: It is assumed that the children will always read silently first.

TEACHER: You will need these new words in the next line (showing *what I am*). What do you think the first word is? Yes, *Guess*. Read what Jack said.

Child reads:

Guess what I am.

TEACHER: Mary Jane thinks she knows what he is. Read to yourself and find out what Mary Jane said to Jack (showing card *I know* if necessary).

Child reads:

"I know! I know!"  
said Mary Jane.



TEACHER: You need this word to read the next line (showing *Here*). You need this word, too (showing *Jumbo*).

If the children are not familiar with the name *Jumbo* for elephant and do not guess it, the teacher may whisper the name to some child who will then read:

Here, Jumbo! Here, Jumbo!

TEACHER: Who can read and answer the question at the bottom of the page? Who wants to read the whole page? Let's read it all over to ourselves first.

The teacher and children read the page silently, then some child tries to read it all. Different children may play they are *Jumbo*. This is a good physical education exercise since it stretches the back muscles.

TEACHER: It is Mary Jane's turn to be some animal now. (Children enjoy the picture but do not guess out loud.) Begin with *Now* (showing card) and read what Mary Jane said. (If necessary the teacher shows card *what I am* again.)

Now what did Jack say?

Child reads:

"I know! I know!" said Jack.

TEACHER: Guess what this animal's name is.

If no child guesses correctly, the teacher shows card and whispers *Frisky* to some child who then reads:

Here, Frisky! Here, Frisky!

TEACHER: I will read the next line.

Here is something you like.

There are two questions at the bottom of the page. Can you read the first one and tell the answer? The next question has this little word *does* (showing card for *does*). Now who can read and answer the last question?

Page 27.

The children again enjoy the picture but do not discuss it out loud.

TEACHER: You can read the first line I know.

It begins this way (showing card *What am I*).

Child reads:

"What am I now?" said Jack.

TEACHER: The next line tells the noise Jack made. You hear the same sound when you begin to say *Make* and *More*.

M-M-M-M-M-M-M-M-M-M

TEACHER: Let's read the next line together (the teacher and children reading softly):

"I know! I know!" said Mary Jane.

TEACHER: I will have to whisper the next line to someone, for there are two new words in it.

The teacher then whispers line and child reads:

You are a bee.

TEACHER: But that was not the right answer so Jack said: "Guess again."

Teacher shows card *Guess again* and the children find the words in their books.

TEACHER: Then what did Mary Jane say (showing *I know*, if necessary)?

Child reads:

"I know now," said Mary Jane.

TEACHER: Here is a question. Read it to yourself. See, it begins with *Can*. Who can answer it?

Page 28.

TEACHER: Don't you tell if you can guess what Mary Jane is this time. I am sure you can read this part. Read what Mary Jane said first. (Show card *What I am*, if necessary.)

Child reads:

"Guess what I am now,"  
said Mary Jane.

TEACHER: Now read what Jack said:

"I know! I know!" said Jack.

TEACHER: This next line has the answer to the riddle in it. Can anyone whisper the answer to me?

If no child guesses, the teacher shows card *a little rabbit* and whispers to someone who reads aloud:

You are a little rabbit.

TEACHER: With what does the next line begin? Yes, *Here* (showing card, if necessary). This part says *something you like* (showing card). Who can read that line?

Child reads:

Here is something you like.

TEACHER: You can read the next line, too, (showing card *something good*, if necessary).

Child reads:

Here is something good.

TEACHER: Can anyone read and answer the question at the bottom of the page? It has this little word *does* in it (showing card for *does*).

Child reads:

What does a rabbit like?

Discussion of rabbit's food follows. Different children play they are the little rabbit.

**Page 29.**

TEACHER: How funny Jack looks this time! Don't tell now. (Children look at the picture, but keep the secret.)

The teacher leads the children through the context in a way similar to that described above, showing cards for *Jocko* and *for you* when needed. The children then answer the question at the bottom of the page. Different children play they are Jocko.

**Page 30.**

TEACHER: The only new word on this page is *boy* (showing card *a little boy* and having children find *boy* on it).

Attention should be called to the beginning sound in *boy*. The children should be led to read the page, line by line, and answer the question at the bottom of it.

**Page 31.**

TEACHER: This is a game of Make Believe. It is called *Be*. You cannot play it until you know the words of the story. We will come back to it later after we have practiced more.

**Practice Period**

## WORD AND PHRASE CARDS

*New Cards*

Frisky a little rabbit  
 Jumbo a little boy  
 Jocko something you like  
 does something for you  
 Be for you

*Old Cards*

What I am. I know  
 What am I? Here  
 Guess something good  
 guess how  
 Guess again

**Page 25.** *New Words:* guess am Jumbo

Practice finding in book:

|           |        |
|-----------|--------|
| Guess     | I know |
| what I am | Here   |
| am        | Jumbo  |
| What is   |        |

Hear and find the beginning sound of *Jumbo* as the word is pronounced slowly. Recall other words that begin that way, *Jack, Jane*, etc. Blow out breath on *What*. Recall *which*.

**Page 26.** *New Words:* Frisky does

Practice finding in book:

|           |                    |
|-----------|--------------------|
| Now       | Here is            |
| guess     | something you like |
| what I am | does               |

Compare cards:

Guess  
 guess

Hear *F* in *Frisky*. Recall, *Fun, funny*. Note capital and small *f*.

**Page 27. New Words:** are bee again

Practice finding in book:

What am I

am

I know

a bee

You are

are

guess again

again

can you guess

Compare cards:

What I am.

What am I?

Note sound of *b* in *bee*. (Note: Sound of *b* is merely a position of the lips, not *bu*.)

Recall the sound in *began*, *by* and *boy*.

Find *now* two times on page.

Find *you* two times.

**Page 28. New Words:** little rabbit

Practice finding in book:

Guess

what I am

little rabbit

little

Here is something

you like

like

does

rabbit

Find *Here is something*. How many times?

**Page 29. New Words:** Jocko for

Practice finding in book:

Now look again

Jocko

now

Here is something

something for you

for

Hear beginning sound in:

Jocko, Jumbo, Jack.

Compare cards:

What am I?

something for you

What I am

something you like

Page 30. *New Word:* boy

Practice recognition of:

Here is                      a little boy    (How many times?)

Let's make                I am not

You are

Page 31.

TEACHER: This game is called *Be* (showing card).

Find *Be*. Now let's play the game.

Children read silently and act out each sentence. Children hear and find *e* in *be*.

### Rereading for a Specific Purpose

Children read silently the entire story. One child may be Jack, another Mary Jane, and another may read the questions at the bottom of the pages which the rest may answer. All the children will thus have a part.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 27-29

*Blackboard and Card Checking Game*

The teacher may print the following sentences on the blackboard. She may then show the cards and have differ-

ent children find the same part in the blackboard sentences and then read the sentences aloud.

Guess what I am.  
 What does Frisky like?  
 Here, Jumbo! Here, Jumbo!  
 Here, Jocko! Here, Jocko!  
 What does a rabbit like?  
 Here is something for you.  
 Here is something you like.  
 Here is something good.  
 You are a bee.  
 "Guess again," said Jack.  
 You are a little boy.

The children may also play the *Be* game with the cards if desired, using cards:

|                 |                 |
|-----------------|-----------------|
| Jumbo           | a little boy    |
| Frisky          | Mother          |
| Jocko           | something funny |
| a little rabbit |                 |

#### B. RELATED CLASSROOM ACTIVITIES

1. Pantomiming different animals, both wild and tame.
2. Pantomiming and guessing,
  - Work of city helpers
  - Mother's work
  - Modes of transportation, etc.
3. Inviting other primary grades to a pantomime performance.
4. Drawing and painting pictures of animals and displaying them in the Art Gallery under *Wild Animals* and *Tame Animals*, or using them for a movie to be shown at an assembly or in another classroom.



5. Making an animal book, showing the animals, their homes, and their food.

## TO THE STORE, pages 32-38

SHORT CARDS 65-72

LONG CARDS 20-26

### Introductory Reading of the Whole Story

#### Page 32.

The children are shown the card and told the title, *To the Store*. They then look up the title in the Contents, and turn to page 32.

TEACHER: Let's look at the picture. I wonder what Mother is looking for. These words say *I am looking* (showing card). Find them in your book. Let's read to ourselves and find out what she is looking for.

Child reads:

"I am looking for a little boy,"  
said Mother.

TEACHER: The next line is just the same, isn't it? What does it say? But we cannot stop at the end of the line. We must read the next line also. You read the first part and I will finish it.

Children read:

I am looking for a little boy.

The teacher reads, emphasizing *go* and *store* slightly:

to go to the store.

TEACHER: Let's see if Mother found a boy to go. This says *I will go* (showing card). Now read it all.

Child reads:

"I will go, Mother," said Jack.

TEACHER: What else did Jack say? Let's read it together:

I will go to the store for you.

The teacher hesitates after *the*, giving the children an opportunity to supply *store*, etc.

Page 33.

TEACHER: I wonder what Mother is saying in this picture. Mary Jane looks happy, doesn't she? What is the first word? Yes, *Go* (showing card). I'll have to tell you the storekeeper's name. It is *Mr. Brown*. This card says *Mr. Brown's store*. Find *Mr. Brown's store* in the first line in your book. Now you can read what Mother said.

Child reads:

"Go to Mr. Brown's store,"  
said Mother.

TEACHER: Did Jack like that? Read what he said to Mother.

Child reads:

"Good! Good!" said Jack.

TEACHER: Now find *I like* (showing card *I like it*). What else did Jack say?

Child reads:

I like Mr. Brown's store.

TEACHER: Jack did not want to go by himself. He said:

Come, Mary Jane, you go too.

TEACHER: (Showing card *Come*.) Find that part in your book. Now you read it.

Page 34.

TEACHER: Let's talk about this picture. (Children discuss picture freely.) You will not know this part. It says *the light* (showing card).

Child reads:

"Look! Look at the light,"  
said Mary Jane.

TEACHER: What else do you see in the picture besides the light? Yes, *the car* (showing card). Now begin with *Look* and read what Mary Jane says.

Child reads:

Look at the cars.

TEACHER: What did she say about *the cars*?

The teacher may show the card again. Child reads:

The cars can go now.

TEACHER: Now she is talking to the cars. What does she say?

Child reads:

Go, cars, go!

Page 35.

TEACHER: Oh, look at the traffic light this time. It is a *Red light* (showing card). Can you find *Red light* in your book? Now read the first line and find out what Jack said.

Child reads:

"Red light now!" said Jack.

TEACHER: What does the red light say to cars? Yes, it says *Stop, cars, stop* (showing card). Can you find that part in your book? Read what Jack said to the cars.

TEACHER: Now what does he say about *the light* (showing card)?

Child reads:

The light is red now.

TEACHER: Find *You* (showing card). What does Jack say to the cars this time?

Child reads:

You can not go.

TEACHER: This last line looks just like another one on this page. Can you read it?

Child reads:

Stop, cars, stop.

Page 36.

TEACHER: Jack wanted Mary Jane to *Come* (showing card). Find *Come* in your book. Now read what he said to her.

Child reads:

"Come, Mary Jane," said Jack.

TEACHER: Now he wanted her to stop looking at something. What did he say?

Child reads:

Stop looking at the cars.

TEACHER: What did he want her to look at? (The teacher may show card *red light*, again.) Begin with *Look* and find out.

Child reads:

Look at the red light.

TEACHER: He is in a hurry. See what he said then. He said *Let's go now* (showing card). Find that part in your book. You read it.

Page 37.

TEACHER: What are Jack and Mary Jane doing in this picture? You will need these words (showing *Mr. Brown's store* again). Now read what Jack said.

Child reads:

"Here is Mr. Brown's store,"  
said Jack.

TEACHER: The next part begins with *Let's see* (showing card). Let's read it together now.

Let's see what Mother wants.

(The teacher supplies *wants* if necessary.)

TEACHER: Mary Jane knew. What did she say?

Child reads:

"I know," said Mary Jane.

TEACHER: And what did Jack say?

Child reads:

"I know too," said Jack.

Page 38.

TEACHER: Can you guess what the words at the top of the page say?

If no child guesses or reads correctly, the teacher reads: *What Mother Wanted*. The children are helped to read the

words under the pictures. Then they find the same words in the lines at the top. They are now asked to cover the pictures and try to read the sentences at the top without referring to the pictures.

### Practice Period

#### WORD AND PHRASE CARDS

##### *New Cards*

|                   |                   |
|-------------------|-------------------|
| To the Store      | Red light         |
| I am looking      | Stop, cars, stop  |
| I will go         | Go, cars, go      |
| Mr. Brown's store | Let's go now      |
| Come              | Let's see         |
| you go too        | what Mother wants |
| the light         | go                |
| the cars          |                   |

##### *Old Cards*

I like you  
a little boy  
for you  
now

**Page 32. New Words:** store go

Practice finding in book:

|                                    |              |
|------------------------------------|--------------|
| I am looking                       | go           |
| for a little boy (How many times?) | to the store |
| I will go (How many times?)        | for you      |

Hear and find *o* in *go* and *store*.

Note the way in which *look* can be made into *looking*.

**Page 33. New Words:** Mr. Brown come

Practice finding in book:

|                   |            |
|-------------------|------------|
| Mr. Brown's store | Come       |
| I like            | you go too |

Hear and find *c* in *come*. Recall *candy*, *can*.

**Page 34. *New Words:*** light cars

Practice finding in book:

the light

Look

the cars

Go, cars, go

Hear and find *c* in *cars*. Recall *come, can*.

Compare on the blackboard:

Look at the light.

Look at the cars.

**Page 35. *New Words:*** red stop

Practice finding in book:

red light

Stop, cars, stop

red

can not go

now

Compare:

the light

Go, cars, go

Red light

Stop, cars, stop

**Page 36.**

Practice finding in book:

Come

red light

Stop looking

Let's go now

at the cars

Hear and find *o* in *go*.

Compare on the blackboard:

look

looking

**Page 37. *New Words:*** see wants

Practice finding in book:

Mr. Brown's store

what Mother wants

Let's see

wants

see

Recall *bee* and compare it with *see*.

Hear and find the two *ee*'s. Hear and find initial sound of *see*. Recall *said*, *something*, *smell*.

**Page 38. *New Words:*** wanted of butter sugar milk

Hear and find the *b* in *butter*, the *m* in *milk*. Recall other words that begin that way.

Compare on blackboard:

What Mother wants

What Mother wanted

### *Additional Practice for Slow Groups*

If additional practice is needed for slow children before the rereading of the story, the game of *Guess* or *Is It* may be played. The cards with the words that are troublesome may be placed on the chalk rail. The teacher chooses one of the word, phrase, or sentence cards, but does not make her choice known to the children. One child is *It*. He picks up a card and says, "*Is it Mr. Brown's store?*" (Hold the card so all of the children can see it.) If that is not her choice, the teacher says, "*No, it is not Mr. Brown's store.*" The child then selects another card. He has three turns. The other children may profitably be asked to find what the card says each time in their books. The game should be limited to the words on one page at a time.



The teacher may change the cards to words on the next page at any time she chooses.

### Rereading for a Specific Purpose

Rereading of the entire story to read to the school assembly or to dramatize for them on that occasion.

The children may wish to develop a grocery store in the classroom. They may wish to reread to learn what type of store Mr. Brown had.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 30-34.

The word *color* is taught in Exercise 32 to make it possible to provide for more independent silent reading activity. An exercise is provided to help fix this word.

#### *Blackboard and Card Checking Game*

Equipment needed for game: Sentences printed on blackboard and cards.

TEACHER: Here are some sentences from the story. A part is left out of each sentence. Find the card that will make the sentence right.

| The sentences:                 | The cards:        | (To be set on the chalk rail) |
|--------------------------------|-------------------|-------------------------------|
| I am looking for .....         | Come              |                               |
| I will go to the store .....   | the light         |                               |
| Go to .....                    | a little boy      |                               |
| ....., Mary Jane, you go too.  | for you           |                               |
| Look at .....                  | Mr. Brown's store |                               |
| "Red light ....., " said Jack. | now               |                               |
| Stop looking at .....          | the cars          |                               |

## B. RELATED CLASSROOM ACTIVITIES

1. Making of Stop-Go sign for safety play in classroom. Children may mark off an intersection of streets on the floor. Some may be cars going north and south, some, east and west. One child may act as traffic policeman and turn the sign. Other children may be pedestrians. This play may be used for an assembly program if desired.

2. Children may make a book of cars, putting all of one color on a page. The teacher may supply the color words for the pages. Add color words to picture dictionary cards.

3. The children may begin the building and equipping of a play store. This interest is carried forward in the next story also.

## IN THE STORE, pages 39-43

Short cards 73-84

Long cards 27-30

## Introductory Reading of the Whole Story

## Page 39.

TEACHER: Well! Well! This must be Mr. Brown.  
Mr. Brown said just what I did a moment ago, *Well!*  
*Well!* Read the rest that Mr. Brown said:

Child reads:

"Well! Well! Here is Jack,"  
said Mr. Brown.

The teacher then reads the next line herself:

"Mary Jane is here too," said Jack.

TEACHER: What did Mr. Brown say then?

Refer to top line if children hesitate on *Well! Well!*

"Well! Well!" said Mr. Brown.

TEACHER: Would Mr. Brown want Mary Jane to stand in the doorway? What do you suppose he said to her?

The teacher shows card with *Come in*. Children then read line silently and then orally.

Come in, Mary Jane, come in.

#### Page 40.

TEACHER: I want to read this page all by myself. See if you can follow along as I read.

She reads the page. She then lets the children read the page line by line, showing cards *Let's see, what you have, in your hand* if necessary.

#### Page 41.

The illustration will lead to a discussion of the refrigerator — what foods are kept there and why. The cards, *the milk, the butter, You take, and cold* are introduced when the appropriate line is to be read by the children silently and then orally.

#### Page 42.

TEACHER: What is Jack doing in the picture? Look at the picture of the money down here. (Discussion of money.) These words down here say *The Money*.

The teacher then helps the children read the page promptly, suggesting words where necessary. She may show the cards for *Thank you, the money, We will*, at the appropriate times.

## Page 43.

TEACHER: This is a very hard game, but I am sure we can play it after we have practiced some of the words we do not know.

## Practice Period

## WORD AND PHRASE CARDS

*New Cards*

Well! Well!  
 what you have  
 in your hand  
 the milk and butter  
 the sugar  
 the milk  
 the butter

You take  
 cold  
 Come in  
 We will  
 The Money  
 the money  
 Where  
 Thank you  
 Who Said

*Old Cards*

Let's see  
 what Mother wants  
 Here is

Page 39. *New Words:* in well

Practice finding in book:

|             |                                  |
|-------------|----------------------------------|
| Well! Well! | said Mr. Brown (How many times?) |
| Here is     | come in (How many times?)        |

Hear and find *l*'s in *well*.

Hear *n* in *in*, and locate letter that gives *n* sound.

Page 40. *New Words:* have where and

Practice finding in book:

|               |                     |
|---------------|---------------------|
| Let's see     | Where               |
| see           | the sugar           |
| what you have | the milk and butter |
| have          | what Mother wants   |
| in your hand  |                     |

Compare on the blackboard:

have  
hand

Hear *wh* sound in *where*. Recall *what, which*.

**Page 41. New Words:** cold take

Practice finding in book:

|                            |                           |
|----------------------------|---------------------------|
| the milk and butter        | is cold (How many times?) |
| cold                       | is                        |
| You take (How many times?) | take                      |

Compare on the blackboard:

|                      |                     |
|----------------------|---------------------|
| You take the butter. | The butter is cold. |
| You take the milk.   | The milk is cold.   |

Hear and find *t* in *take*.

Hear and find *a* in *take*.

**Page 42. New Words:** money thank we

Practice finding in book:

|           |            |
|-----------|------------|
| Here is   | you        |
| the money | Come again |
| The Money | We will    |
| Thank you | we         |

Compare cards:

The Money  
the money

Hear and find *m* in *money*. Recall *my, make, more*.

**Rereading for a Specific Purpose**

**Page 43. New Word:** who

The playing of the game *Who Said* on page 43 may either precede or follow the final reading of the entire

story. The children read each line silently and then tell who said it. They note the *wh* in *who*.

The story may then be reread to dramatize. Different children may read the different parts. Character parts should be chosen only after the children have shown that they can read smoothly and in an interesting way. Procedure may be varied by having a child read a page as others dramatize without speech.

The children may read for information to help carry on their story activity.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 35-37.

#### *Blackboard Checking Game*

Sentences are to be printed by teacher on blackboard.

The sentences:

Well! Well! Here is Jack.

The milk and butter are in here.

Thank you. Come again.

The butter is cold.

Thank you. We will.

Where are the milk and butter?

It is cold in here.

The milk is cold too.

Here is the money.

Directions to be given orally:

1. Draw a line under the part that tells you that Mr. Brown was glad to see Jack.
2. Draw a line under the part that tells what was inside the icebox.

3. Draw a box around the word *cold* as many times as you can find it.
4. Draw a line under the polite part.
5. Draw a line under the two words that say *the money*.
6. Draw a box around the word *Where*.

#### B. RELATED CLASSROOM ACTIVITIES

1. Playing store, ordering groceries by phone, etc.
2. Representing a street of stores on the floor. Traffic lights, cars, etc.



*A Play Grocery Store Made by First Grade Children*

3. Cutting, sorting, and pasting pictures of fruits, vegetables, canned goods, and meats.
4. Painting and drawing pictures of experiences with stores, streets, cars, policemen, etc.

## SOMETHING TO SEE, pages 44-48

SHORT CARDS 85-89

LONG CARDS 31-40

### Introductory Reading of the Whole Story

The teacher should follow the same procedure for this first period as that described in detail for previous lessons. Whenever the sentence presents a new word or phrase, the teacher should either read *with* the children and supply the new word or phrase when they come to it, or introduce it on card or blackboard and have them find it in the book before she asks the children to read the sentence. The illustrations should be freely discussed by the children and used by the teacher to lead directly into the context.

### Practice Period

#### WORD AND PHRASE CARDS <sup>1</sup>

##### *New Cards*

|                   |                     |
|-------------------|---------------------|
| Here we are       | What makes it go?   |
| called            | What makes it stop? |
| See who is here   | asked               |
| Come here         | looked and looked   |
| Come up here      | Let's go now        |
| where you can see | She will want       |
| I want you        | Let me              |
| to see something  |                     |
| looked and looked |                     |
| help you up       |                     |

<sup>1</sup> Note: Cards from previous lessons will not be listed from now on, since the needs will vary so greatly.



Page 44. *New Words:* Daddy called

Practice finding in book:

Here we are  
Daddy  
called

See who is here  
I want you  
to see something

Hear and find *c* in *called*. Recall other *c* words.

Hear *s* in *See*, *ee* in *See*.

Practice reading:

1. What Jack called to Daddy.
2. All that Daddy answered.

Page 45. *New Words:* up me

Practice finding in book:

called

Come up here (How many times?)

where you can see

help you up

Hear and find *m* in *me*. Recall other words with initial *m* sound.

Hear and find *p* in *up*. Recall *p* in *stop*.

Compare on the blackboard.

see

Come here

sees

Come up here

Practice reading:

1. What Jack called to Mary Jane.
2. What Daddy said.

Page 46. *New Word:* asked

Practice finding in book:

What is it?

asked

Who knows?

Compare cards:

What makes it go?

What makes it stop?

Practice reading:

1. All that Mary Jane said.

(One child may read, another answer the questions.)

**Page 47. New Words:** looked she

Practice finding in book:

looked and looked      She will want (How many times?)

Let's go now              She

Compare on the blackboard:

look

looks

looked

Hear and find the *sh* in *she*.

Practice reading what Jack said.

**Page 48. A Picture Story**

Children discuss pictures freely. The teacher should supply any information about pictures which the children cannot give. These pictures are for the purpose of extending experience as well as for recalling it.

**Rereading for a Specific Purpose**

The children reread entire story in order to read it to another class. One child may read the descriptive parts. Another may read Jack's part. The children use pictures they have painted as illustrations as the story is told.

*Individual and Group Activities*

## A. SILENT READING ACTIVITIES

*My Practice Book, Fun For Me.* Exercises 38-41.

*Blackboard Checking Game*

Sentences and phrases are printed on the blackboard.

Directions given orally: Draw a line under the part of the sentence that looks just like the part on the right. Then read the sentence.

The sentences:

Here we are, Daddy.  
See who is here.  
Come up here.  
I want you to see something.  
Come up here where you can see.  
What makes it go?  
Guess what Jack sees.  
Mother will want the milk.  
She will want the sugar.  
She will want the butter.  
She will want me too.

The words and phrases:

Daddy  
who is here  
up here  
to see something  
where  
makes  
sees  
the milk  
the sugar  
the butter  
She will want

## B. RELATED CLASSROOM ACTIVITIES

1. A trip to see a real steam shovel at work.
2. A visit to a new building being constructed, perhaps a series of visits to watch and record progress on the building.
3. Paintings and drawings of machines and building activities.
4. Telling the story of the pictures on page 48 for another grade.
5. Pantomiming building activities.

**MR. POSTMAN, pages 49-53**

Short Cards 90-99

Long Cards 41-42

**Introductory Reading of the Whole Story**

Read the story through quickly in answer to thought questions. Refer to Introductory Reading of the Whole Story of *Something to See* for method of procedure.

**Practice Period****WORD AND PHRASE CARDS**

|                 |                  |
|-----------------|------------------|
| Home again      | Here is a letter |
| Mr. Postman     | for me           |
| Have you        | from Billy       |
| a letter        | Dear Jack        |
| He found        | soon             |
| I have a letter | About            |

**Page 49. New Words:** Mr. Postman home letter

Practice finding in book:

|             |            |
|-------------|------------|
| Home again  | a letter   |
| Mr. Postman | for me     |
| Have you    | I will see |

Hear and find *l* sound in *letter*. Compare with *like, look, light, little*, also final sound in *well*.

Hear and find *h* in *home, here, have*.

Practice reading:

1. The question Jack asked.
2. Mr. Postman's answer.

Page 50. *New Words:* he found

Practice finding in book:

Then  
looked and looked  
He found

Thank you  
Come again

Hear *f* in *found*. Compare with *find*, *fun*, etc.

Practice reading:

1. The part that makes you know that Jack is a polite boy.
2. The part that tells what Mr. Postman did before he found the letter.
3. Two lines that tell what Mr. Postman found.

Page 51. *New Words:* from Billy

Compare cards:

I have a letter  
Here is a letter

Practice reading:

1. The part that tells what Jack called to someone.
2. Two lines that tell what Jack had for Mother and for himself.
3. The last line. What does it say?

Hear and find *f* in *from*.

Hear and find *B* in *Billy*.

Find *he* in *here*.

Page 52. *New Words:* dear soon

Different children read the writing on the envelope and in the letter.

Page 53. *New Word:* about

After a general discussion of the serial pictures telling the story of Billy's letter, different children may tell the serial story.

### Rereading for a Specific Purpose

Rereading of entire story, dramatizing it if desired.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercise 42.

#### Blackboard Checking Game

Print words on blackboard.

Oral directions: Draw a line under the word that is like the word in the box.

Home

house  
have  
Home

from

found  
from  
find

have

here  
hand  
have

found

fun  
found  
find

Dear

Daddy  
Dear  
does

for

from  
found  
for

letter

look  
little  
letter

soon

something  
see  
soon

will

well  
will  
we

**B. RELATED CLASSROOM ACTIVITIES**

1. Each child may make a series of pictures as a letter to Mother telling of something interesting at school. A few words may be written also, perhaps *To Mother* on the envelope.

2. The children may *read* their picture letters to each other.

3. They may play Postman. Learn Postman song, etc.

4. They may visit a neighborhood post office and see how mail is cared for, then perhaps make a play postoffice.

**MORE FUN, pages 54-56**

Short Card 100

**Introductory Reading of the Whole Story**

**Page 54.** *New Word:* airport

Children discuss the picture. Teacher introduces the word *airport* on a card and then asks the children to try to read the whole page by themselves. Different children then read the page orally.

**Page 55.** **A Picture Story About the Airport.**

Children discuss the airport pictures in general first, and then tell a serial story about them.

**Page 56.**

TEACHER: Look at the pictures at the bottom of the page and then play the game *Find*.

Practice Period (*not needed*)

Rereading of Story for Specific Purpose (*not necessary*)

Individual and Group Activities

# A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 43-48.

Exercises 44 and 45 are review tests of the entire unit.

## SUMMARY OF PHONETIC ELEMENTS IN PART I

Initial sounds: f, p, J, m, n, b, c, l, t, h, s, wh, sh

Vowel sounds: ā, ī, ē, ō, ēē

|                                        |                              |
|----------------------------------------|------------------------------|
| Hear and find: <i>i</i> in <i>like</i> | <i>a</i> in <i>take</i>      |
| <i>e</i> in <i>be</i>                  | <i>ee</i> in <i>see, bee</i> |
| <i>o</i> in <i>go</i>                  |                              |

|                                              |                             |
|----------------------------------------------|-----------------------------|
| Endings: <i>s</i> in <i>pictures, smells</i> | <i>n</i> in <i>in, can</i>  |
| <i>l</i> in <i>well, smell</i>               | <i>p</i> in <i>up, stop</i> |

Small words within larger ones:

|                              |                               |
|------------------------------|-------------------------------|
| <i>can</i> in <i>candy</i>   | <i>look</i> in <i>looking</i> |
| <i>help</i> in <i>helped</i> | <i>he</i> in <i>here</i>      |

## SUPPLEMENTARY READING MATERIAL

See note on page 157 for suggestions about the preparation of supplementary reading materials. See also list of picture books on pages 331-332 that will be helpful in extending children's experiences and in carrying out classroom activities.



## PART TWO

### FUN AT MARY JANE'S HOUSE

Page 57.

The children discuss the shift of scene to Mary Jane's house in Part Two. They enjoy the picture and contrast Mary Jane's home with Jack's. They read the title, "Fun at Mary Jane's House."

Page 58.

The children read the part above the pictures and discuss the pictures. Different children tell the story about them.

### JACK IS HERE, pages 59-61

SHORT CARDS 101-109      LONG CARDS 43-45

#### Introductory Reading of the Whole Story

First reading of the story in answer to thought questions. Same general procedure as for previous stories.

Page 59.

Children read silently to find out, and orally to tell:

1. The name of the story.
2. What Jack called to Mary Jane (introducing *Here I am* before the children are asked to read).
3. What Mary Jane said first (introducing *I see you*, if necessary).
4. Two lines that tell how Mary Jane and Mother felt about Jack's coming (introducing *I am glad, will be glad*).

**Page 60.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Mother (introducing *I found, he found*).
2. How Mother greeted Jack.
3. What Baby and Jack said (introducing *Baby*).

**Page 61.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Jack (introducing *Come with me*).
2. Baby's funny talk (introducing *said Baby*).
3. What Mary Jane said to Baby (introducing *too little and go with us*).

**Practice Period**

WORD AND PHRASE CARDS

|            |              |              |
|------------|--------------|--------------|
| Here I am  | will be glad | said Baby    |
| I see you  | Here we are  | Come with me |
| to see you | I found      | too little   |
| I am glad  | he found     | go with us   |

**Page 59. New Word:** glad

Practice finding in the book:

|           |                        |
|-----------|------------------------|
| Here I am | I am glad              |
| I see you | will be glad           |
| now       | glad (How many times?) |

Compare cards:

|              |            |
|--------------|------------|
| I am glad    | I see you  |
| will be glad | to see you |

Practice reading:

1. What Jack said.
2. What Mary Jane said.

**Page 60. New Word:** baby

Practice finding in the book:

|             |            |            |
|-------------|------------|------------|
| Here we are | he found   | funny baby |
| are         | I am glad  | baby       |
| I found     | to see you |            |

Hear and find the two *b*'s in *baby*. Recall other *b* words.  
Hear the *a* in baby.

Practice reading:

1. All that Mary Jane said.
2. All that Baby said.
3. All that Mother said.
4. What Jack said.

Compare cards:

|          |             |
|----------|-------------|
| I found  | Here we are |
| he found | Here I am   |

**Page 61. New Words:** with us

Practice finding in the book:

|                        |                  |
|------------------------|------------------|
| Come with me           | to see something |
| go with us             | No, no           |
| us                     | too little       |
| with (How many times?) | I want you       |

Hear and find: *w* in *with*; *th* in *with*; *s* in *us*.

Practice reading:

1. What Mary Jane said to Jack.
2. What Baby said.
3. What Mary Jane said to Baby.
4. The reason why Baby could not go.

**Rereading for a Specific Purpose**

Children practice rereading the story in preparation for its dramatization. It is often desirable for children who read parts most feelingly and fluently to be chosen to take the part in the dramatization. Sometimes it is wise, however, to choose the children who have made the greatest improvement in order that worthy effort may be rewarded as well as skillful performance.

Note. Since this story introduces few new words, the practice period and the last rereading can probably be combined.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercises 49 and 50.

*Blackboard and Card Checking Game*

**WHO SAID**

The teacher prints the statements on the blackboard. The children read the sentences and hold up the cards that tell who said them.

***The Statements***

Here I am, Mary Jane.

I see you now.

I found Jack and he found me.

I am glad to see you, Jack.

See you.

Funny baby.

Come with me, Jack.

Baby see.

You are too little to go with us.

***The Cards***

said Jack

said Mary Jane

said Baby

said Mother

## B. RELATED CLASSROOM ACTIVITIES

1. Cutting and mounting in a booklet pictures of babies.
2. Drawing serial pictures of the way you get to school.

These serial pictures may be used for a large book to be called *The Way We Get to School*.

**MAKING A HOUSE, pages 62-68**

SHORT CARDS 110-129

LONG CARDS 46-50

**Introductory Reading of the Whole Story**

First reading of the story in answer to thought questions.

Again the teacher leads the children through the story. Illustrations still play an important role. As the children's vocabulary becomes more extensive, the teacher's questions need no longer be framed to use the exact wording of the part to be read.

Note. The story may be divided into as many teaching divisions as desired. Each page may be a complete teaching unit.

**Page 62.**

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Making*) before the children are asked to read.
2. What Mary Jane said first (introducing *what Daddy gave me*).
3. What else Mary Jane said.
4. What Jack said that makes you know he was glad.
5. The part that tells what Jack knew (introducing *how*).
6. How Jack happened to know how to make a house.

**Page 63.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said as she handed something to Jack, (introducing *a saw*).
2. What else she said about the saws (introducing *one for you*, and *one for me*).

**Page 64.**

Children read silently to find out, then orally to tell:

1. What Jack said about the windows first (introducing *the windows*).
2. What else he said about them (introducing *must have*).
3. The polite part (introducing *Please help us*).
4. The line that tells why help was needed (introducing *can not make*).

**Page 65.**

Children read silently to find out, then orally to tell:

1. All that Mary Jane said to Daddy.
2. The line that shows that Jack is not selfish (introducing *your saw*).
3. The rest that Jack says.

**Page 66.**

Children read silently to find out, then orally to tell:

1. Jack's question (introducing *the walls and stand up*).
2. Mary Jane's suggestion (introducing *These*).
3. The question to be answered. Children answer it.

**Page 67.**

Children read silently to find out, then orally to tell:

1. All that Jack said about the door (introducing *This is*).
2. What Mary Jane said about the window (3 lines introducing *see out of it*).

3. Why she is glad they had windows in their house (introducing *let in light*).

### Page 68.

Children read silently to find out, then orally to tell:

1. What Jack wanted now (introducing *Our house, a roof*).
2. What Mary Jane said about it (3 lines introducing *the roof*).
3. Why Jack could help (4 lines).

### Practice Period

#### WORD AND PHRASE CARDS

|                    |                |               |
|--------------------|----------------|---------------|
| Making             | the windows    | stand up      |
| what Daddy gave me | must have      | these         |
| with it            | Please help us | These         |
| how                | can not make   | This is       |
| at school          | a door         | see out of it |
| a saw              | the door       | let in light  |
| one for you        | your saw       | Our house     |
| one for me         | the walls      | a roof        |
|                    |                | the roof      |

**Page 62.** *New Words:* making gave how school

Practice finding in the book:

|                    |         |            |
|--------------------|---------|------------|
| See                | gave    | I know how |
| how                | with it | at school  |
| what Daddy gave me |         |            |

Hear and find *g* in *gave*. Recall *good, go, guess*.

Hear and find *a* in *gave*. Recall *a* in *make, take, baby*.

Compare cards:

|     |        |
|-----|--------|
| how | Make   |
| now | Making |

**Page 63. New Words:** saw one

Practice finding in the book, noting number of times:

|               |             |
|---------------|-------------|
| Here is a saw | we can make |
| a saw         | one         |

Hear *s* in *saw*. Recall other *s* words.

Compare cards:

|             |
|-------------|
| one for you |
| one for me  |

**Page 64. New Words:** windows must please

Practice finding in the book:

|             |                |               |
|-------------|----------------|---------------|
| Let's make  | must have      | can not make  |
| the windows | Please help us | the saw go in |
|             | Please         |               |

Find *in* in *windows*. Find *us* in *must*.

Hear and find *m* in *must*. Recall other *m* words.

**Page 65. New Word:** door

Practice finding in the book, noting number of times:

|           |                |          |
|-----------|----------------|----------|
| must have | the door       | your saw |
| a door    | Please help us | make     |

Compare cards:

|          |
|----------|
| a door   |
| the door |

**Page 66. New Words:** walls stand these

Practice finding in the book:

|            |          |       |
|------------|----------|-------|
| How can we | stand up | gave  |
| the walls  | how      | these |



Find *and* in *stand*. Hear and find *w* in *walls*. Hear and find *th* in *these*.

Compare cards:

These  
these

Page 67. *New Words:* this out

Practice finding in the book:

|                |               |              |
|----------------|---------------|--------------|
| This is        | a good window | we have      |
| a good door    | see out of it | windows      |
| stand up in it | out           | let in light |

Hear and find *th* in *this*. Recall *these*.

Page 68. *New Words:* our roof

Practice finding in the book, noting number of times:

|           |                    |           |
|-----------|--------------------|-----------|
| Our house | for the roof       | the roof  |
| Our       | a roof             | at school |
| must have | Daddy gave me this |           |

Hear and find *ou* in *our*. Recall *out* and *found*. Hear and find the *f* in *roof*.

Compare cards:

a roof  
the roof

How many times can you find *roof* on this page?

How many times can you find *make the roof* on this page?

How many times can you find *make* on this page?

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 51-53.

*Blackboard or Card Checking Game*

Game *Is it* may be played with each page of the context of the story. (See page 131.)

## B. RELATED CLASSROOM ACTIVITIES:

1. Building and furnishing a playhouse in the classroom or in the schoolyard.

## SUPPLEMENTARY READING

*Note:* As soon as the children have acquired a working vocabulary through the reading of a number of the stories in the primer, the teacher may wish to provide additional supplementary reading opportunities in connection with their classroom activities. Care should always be taken in the preparation of this supplementary material not to confuse the children with a too rapidly accumulating vocabulary. When the teacher prints such material either on the blackboard or on paper, she should be very careful about the spacing and phrasing of the material. Sufficient space should be left between words, between lines, and around the edge of the unit of material which would correspond to a page in a book. Long lines must be avoided. The content must be childlike, and must possess elements of surprise, vitality, and on-moving activity, and not be mere statements of *fact* or dull accounts of the children's activities. The standards for interesting content which have been developed through the oral stories in connection with the pre-primer and primer shall be applied also to all material prepared by the teachers, even when it is dictated to her by the children.

**PAINTING THE HOUSE, pages 69-73**

SHORT CARDS 130-137

LONG CARDS 51-55

**Introductory Reading of the Whole Story**

Again the teacher leads the children through the story, supplying new words and phrases where necessary to keep the story moving.

**Page 69.**

Children read silently to find out, then orally to tell:

1. The name of the story.
2. What Jack said about the roof.
3. Two lines that tell what Mary Jane said (introducing *Yes*).
4. What Jack says he can do.
5. The reason why he can do it (introducing *I helped paint*).
6. The question.

**Page 70.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said when she handed Jack the paint.
2. What the red paint was for.
3. What the green paint was for (introducing *green*).
4. The line that tells that Jack is glad.
5. The line that tells what Jack said to Mary Jane about the walls.
6. The line that tells what Jack says he will do.

**Page 71.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Mother (introducing *come and see*).
2. What Mother did.
3. What Mother said (introducing *She said* and *it was*).
4. What she liked (introducing *She liked*).

**Page 72.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Mother about Baby (introducing *her hands*).
2. All that Mother said (introducing *Come with Mother*).

Playing of the game on page 73 is postponed until after the practice period.

**Practice Period**

## WORD AND PHRASE CARDS

|                |                  |
|----------------|------------------|
| Yes            | it was           |
| I helped paint | She liked        |
| We must paint  | like             |
| I can paint    | liked            |
| green          | her hands        |
| come and see   | Come with Mother |
| She said       |                  |

**Page 69. New Word:** yes

Practice finding in the book, noting number of times.

Yes                      house                      roof

Hear *r* in *roof*. Recall *red* and *rabbit*.

Compare cards:

We must paint  
I can paint

Practice reading whole page.

**Page 70. New Word:** green

Practice finding in the book, noting number of times:

Here is                      green

Hear *ee's* in *green*. Recall *see*.

Compare (on blackboard):

|             |                       |           |
|-------------|-----------------------|-----------|
| red paint   | for the roof          | the roof  |
| green paint | for the walls         | the walls |
| the paint   |                       |           |
|             | paint the walls green |           |
|             | paint the roof red    |           |

Practice reading the whole page.

**Page 71. *New Words:*** liked was

Practice finding in the book:

|              |                             |
|--------------|-----------------------------|
| come and see | looked and looked           |
| Then         | She liked (How many times?) |

Compare cards:

|       |           |
|-------|-----------|
| like  | She said  |
| liked | She liked |

What four things did Mother like?

**Page 72. *New Word:*** her

Practice finding in the book:

|             |                  |
|-------------|------------------|
| Dear! Dear! | her hands        |
| Look at     | Come with Mother |

Hear *h* in *her*. Hear *r* in *her*.

Practice reading:

1. The part that tells that Mary Jane was excited.
2. The part that tells that Mother was excited, too.
3. What Mother said to Mary Jane.

**Page 73.**

Play the game *Which*.

**Rereading for a Specific Purpose**

One child reads the parts said by Jack.

One child reads the parts said by Mary Jane. Another child reads the descriptive part. As they read, other children act out the story in pantomime.

The performance, when ready, is given for another class.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercise 54

*Blackboard Checking Game*

**QUESTION AND ANSWER**

The teacher asks questions orally and the children find the right answer among those printed on the blackboard. They may be numbered as they are found.

***Teacher's Oral Questions***

1. What did Jack say about the roof?
2. What did Mary Jane want to do then?
3. How did Jack know he could paint the house?
4. What did Mary Jane give to Jack?
5. What did Mary Jane say to Mother?
6. Did Mother like the green walls?
7. What else did Mother like?

***Answers***

(Not to be listed by the teacher in this order.)

"My, what a good roof!"

She wanted to paint the house.

Jack helped paint the house at school.

Mary Jane gave Jack red paint for the roof.

“Please come and see our house, Mother!”

Yes, she liked the green walls.

She liked the house, the doors and windows, and the red roof too.

## B. RELATED CLASSROOM ACTIVITIES

1. Continue the building and furnishing of the play-house.

2. Make color booklet. The teacher prints *red* at top of one page and *green* at the top of another. Children cut out pictures and paste on right color page.

## SOMETHING FOR THE HOUSE, pages 74-75

SHORT CARDS 138-143

LONG CARDS 56-60

### Introductory Reading of the Whole Story

#### Page 74.

Children read silently to find out, then orally to tell:

1. The name of the story.
2. What Mary Jane felt that she must *get* (introducing *get*).
3. The part that tells how long Mary Jane will be gone (introducing *will be out*).
4. The question.
5. The labels under the pictures.

#### Page 75.

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Jack first.
2. The line that tells what she handed to him first (introducing *my little red chair*).
3. The first line that begins with *Take* (introducing *Take*).
4. The next line that begins with *Take* (introducing *my little table*).
5. The last part (introducing *the doll bed, the dolls*).

**Practice Period****WORD AND PHRASE CARDS**

|                  |                     |                 |
|------------------|---------------------|-----------------|
| get              | her dolls           | my little table |
| will be out      | Take                | the doll bed    |
| her little table | take                | the dolls       |
| her doll bed     | my little red chair |                 |

**Page 74. New Word:** get

Practice recognition of words under the pictures, then the same captions without reference to pictures.

Hear *g* in *get*. Recall *gave*, *go*, *guess*. Hear *t* in *get*.

Compare cards:

|                  |           |              |
|------------------|-----------|--------------|
| her little table | her dolls | her doll bed |
| my little table  | the dolls | the doll bed |

How many times can you find *get* on the page?

**Page 75. New Words:** chair table bed dolls

(These words are introduced with pictures on the previous page.)

Practice finding in the book, noting number of times:

|                |      |    |
|----------------|------|----|
| Please help me | Take | my |
|----------------|------|----|

Compare cards:

|                     |              |      |
|---------------------|--------------|------|
| my little red chair | the doll bed | Take |
| my little table     | the dolls    | take |

Hear and find *ch* in *chair*.

Hear and find *t* in *table*, and *a* in *table*.

Hear *b* in *bed*. Recall *boy* and *baby*.

Hear and find *d* in *doll*.

Practice being Mary Jane and reading the whole page.



**Rereading for a Specific Purpose**

This can be omitted because of the character of the content.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercise 55.

*Blackboard Checking Game*

**QUESTION AND ANSWER**

The teacher may ask the question orally and the children may find the right answer among those printed on the blackboard. Draw a line under it, then read it orally. (The answers are to be listed in same order as questions.)

***Teacher's Oral Questions***

1. What did Mary Jane say just before she went into the house? (Find two sentences.)
2. What did Mary Jane get in the house?
3. What did Mary Jane say when she gave Jack something?
4. What did she say she could take?
5. Which line has the polite word in it?

***Answers***

"I must get something for our house."

her little table

her doll bed

her little red chair

her dolls

"Here is my little red chair."

"I will be out soon."

"Please help me, Jack."

"I can take the doll bed and the dolls."

**B. RELATED CLASSROOM ACTIVITIES**

1. Continuation of building and furnishing the play-house.
2. Painting and drawing doll furniture and toys.
3. Making a furniture catalogue classifying furniture for different rooms of a house.

**BOXES WANTED, pages 76-79**

SHORT CARDS 144-150

LONG CARDS 61-69

**Introductory Reading of the Whole Story**

Again the teacher leads the children through the story introducing new words or phrases, when necessary, before the children are asked to read the sentences silently and then orally.

**Page 76.**

Children read silently to find out, then orally to tell:

1. The name of the story.
2. What Mary Jane said as she pointed to the chair (introducing *We must have*).
3. The good idea Jack had and what he suggested (introducing *some*).
4. What he suggested making the chairs out of (introducing *some boxes*).
5. What he said about the boxes. (The rest of the page.)

**Page 77.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said to Jack (introducing *Mr. Green*).
2. The question she asked Mr. Green (introducing *Have you*).
3. What Mr. Green did. (2 lines)

## Page 78.

Children read silently to find out, then orally to tell:

1. What Jack and Mary Jane did then (introducing *began to work*).
2. The second line (introducing *They* and *worked and worked*).
3. What they had soon (introducing *they* and *had*).
4. What Jack wanted to do to the chairs when they were finished.
5. What Mary Jane said about that.

## Page 79.

Do not play this game until the end of the practice period.

Preliminary practice with the cards, duplicating the following directions, may be given at this time.

Stand up in a door.

Look at the wall.

Stand by a wall.

Stand by a chair.

Go to a table.

## Practice Period

## WORD AND PHRASE CARDS

We must have

some boxes

some

Have you

began to work

worked and worked

Mr. Green

They

they

had

Who can do this?

Stand up in a door.

Look at the wall.

Go to a table.

Stand by a wall.

Stand by a chair.

Page 76. *New Words:* boxes some

Practice finding in the book:

|              |              |                 |
|--------------|--------------|-----------------|
| We must have | some         | Let's make some |
| some boxes   | at the store | Let's get some  |
|              | more chairs  |                 |

Hear and find *us* in *must*. Hear and find *b* in *boxes*. Teacher will show on the blackboard how *boxes* is made from *box* and *es*.

Recall *airport*. Which part says *air*? Find *air* in *chair* again.

How many words on this page begin with *m* sound? (*must, more, make*).

Page 77. *No New Words.*

Practice finding in the book:

|          |                         |                   |
|----------|-------------------------|-------------------|
| Let's go | Mr. Green               | looked and looked |
| in here  | some boxes (How often?) | He found          |
|          | Have you                |                   |

Page 78. *New Words:* work they (worked) had

Practice finding in the book:

|                   |                  |
|-------------------|------------------|
| They              | some good chairs |
| they              | Come with me     |
| worked and worked | had              |
| Soon              |                  |

Compare cards:

They  
they

Hear and find the *w* in *worked*, the *r* in *worked*.

Teacher will show on blackboard how *worked* is made from *work* by adding *ed*.

Page 79. *New Word:* do

Hear *d* in *do*. Recall *d* in *doll*.

Play the game, reading silently and doing as directed. No. 7 is to be done at seats at end of period. No oral reading of the page.

### Rereading for a Specific Purpose

Let the children take the parts of Mary Jane, Jack, Mr. Green. Let another child read the descriptive part as the actors perform. Give the dramatization for another grade sometime during the day.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercise 56.

*Blackboard Checking Game*

#### FOLLOWING DIRECTIONS

The teacher may prepare other directions for seat work drawing. For example:

Make a house.

Make a door and window.

Make the roof red.

Make the walls green.

Draw these:

a little red table  
a little green chair  
a red doll bed  
a doll at the table  
a doll in the bed

## B. RELATED CLASSROOM ACTIVITIES

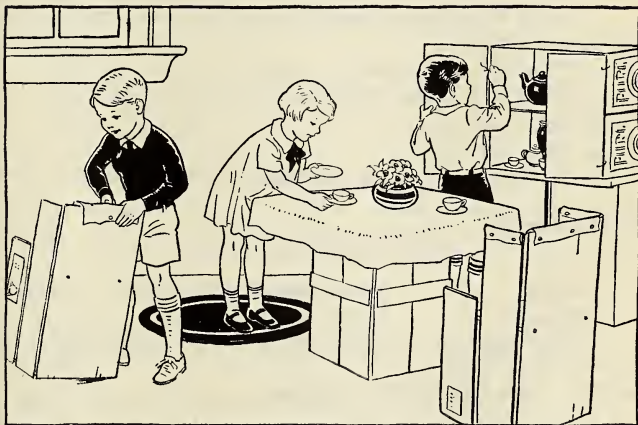
Continue making of furniture and equipment for play-house. This may include:

telephone  
floor lamp  
pictures for walls  
rugs  
curtains  
bed clothes  
table covers

furniture  
stove  
icebox  
kitchen table  
bed  
wardrobe

dresser  
bookcase  
chairs  
radio or piano  
davenport

The outside of the house may need: front porch and yard — flower beds, swing, window box, etc.



*Furniture for a Play House*

## PLAYING HOUSE, pages 80-81

SHORT CARDS 151-155

LONG CARDS 70-73

## Introductory Reading of the Whole Story

## Page 80.

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Playing*).
2. Where Mary Jane said she got the clothes.
3. What she said they could do with the clothes (introducing *dress up* and recalling *these*).
4. What she said Jack could do. (2 lines)
5. What she said she would do. (2 lines)

## Page 81.

Children read silently to find out, then orally to tell:

1. What Mary Jane said when she saw Billy coming (introducing *Billy*).
2. What she said to Billy. (2 lines)
3. What Mary Jane played she was (introducing *So*).
4. What Jack was.
5. What Billy was.
6. The last line (introducing *a good time*).

## Practice Period

## WORD AND PHRASE CARDS

|                 |                  |             |
|-----------------|------------------|-------------|
| Playing         | You can dress up | Billy       |
| dress up        | be the daddy     | So          |
| We can dress up | be the mother    | a good time |

Page 80. *New Words:* dress playing

Practice adding *ing* to known words that do not change root in adding *ing*: *going, painting, drawing, helping, standing, etc.*

Practice finding in the book:

|                       |          |
|-----------------------|----------|
| what Mother gave me   | in these |
| dress up (How often?) |          |

Hear *s* in *dress*.

Compare cards:

|                  |                |
|------------------|----------------|
| We can dress up  | be the daddy.  |
| You can dress up | be the mother. |

**Page 81. New Words:** so time

Practice finding in the book:

|               |                  |          |
|---------------|------------------|----------|
| Come and play | our little boy   | they had |
| You can be    | was (How often?) | So       |
|               | a good time      |          |

Hear and find *s* and *o* in *So*.

Complete sentences:

Jack was .....  
 Billy was .....  
 Mary Jane was .....

### Rereading for a Specific Purpose

Rereading of story to play it. Some children may then act out the story in pantomime as others read it.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 57 and 58.

*Blackboard Checking Game*

#### THINGS TO DO

Directions for children to follow at their seats. Teacher may furnish uncolored figures representing Jack, Mary



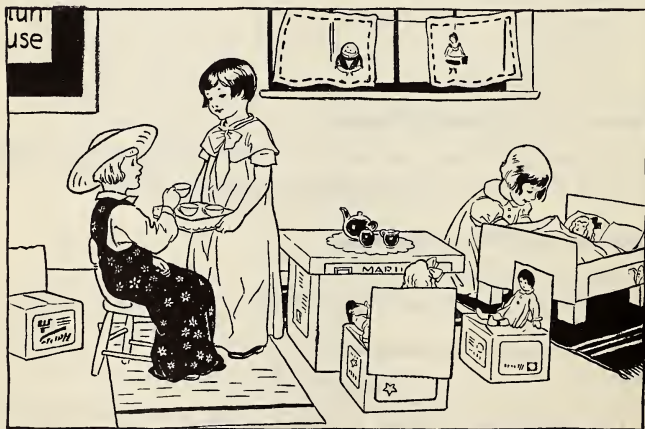
Jane, and Billy. The children make clothes for them according to the following directions on the blackboard:

1. Can you dress Jack up? Then do it.
2. Can you dress Mary Jane up? Do that too.
3. Can you dress Billy up? Do that too.

Note. If the teacher desires, she may use color names in the directions. Paper dolls may be used instead of drawn figures.

#### B. RELATED CLASSROOM ACTIVITIES

1. Dressing up in long clothes to play the story.
2. Making large paper doll sets.
3. Playing in the playhouse.



*First Grade Children Playing House*

## SOMETHING FOR JACK, pages 82-84

SHORT CARDS 156-162

LONG CARDS 74

## Introductory Reading of the Whole Story

## Page 82.

Children read silently to find out, then orally to tell:

1. The name of the story.
2. What Jack said to Billy about the letter. (It may be necessary to have the children reread the letter on page 53.)
3. The question Jack asked Billy.
4. Billy's answer.
5. What Jack and Mary Jane did then (introducing *went*).

## Page 83.

Children read silently to find out, then orally to tell:

1. What Mary Jane said about the puppies (introducing *puppies* and asking children to read 2 lines).
2. What Jack said as he pointed to one of the puppies (introducing *that funny one*).
3. Two lines that tell what the funny puppy wants to do.

## Page 84.

Children read silently to find out, then orally to tell:

1. What Billy is saying to Jack about one of the puppies. (All find *That* before reading silently. Introduce *puppy* if children do not recognize it promptly.)
2. The question Jack asked when he was so surprised. (Make him sound surprised.)
3. What Billy said about it then (introducing *what I had*).
4. Two lines that tell what Jack said then.
5. Two lines that tell what Billy said about Jack's taking the puppy home.

## Practice Period

## WORD AND PHRASE CARDS

|         |                |            |
|---------|----------------|------------|
| went    | that funny one | puppy      |
| Puppies | that           | what I had |
| puppies | That           |            |

Page 82. *New Word:* went

Practice finding in the book:

|                  |                 |
|------------------|-----------------|
| Thank you        | so you can see  |
| What do you have | so (How often?) |
| Come with me     | went            |

How many words begin like *Something* on this page?

Hear and find *l* in *letter*, *r* in *letter*; *h* in *have* and *had*  
*w* in *went*; *t* in *went*.

Let someone read the whole page.

Page 83. *New Words:* puppies that

Practice finding in the book:

|                     |                               |
|---------------------|-------------------------------|
| Dear little puppies | that funny one                |
| Puppies             | It wants to play (How often?) |
| puppies             |                               |

Hear and find *p*'s in *puppies*.

Hear *w* in *wants*. Find *at* in *that*.

Compare cards:

Puppies  
puppies

How many times can you find *look* on this page? *Pup*  
*pies?* *wants?*

Let someone read the whole page.

Page 84. *New Word:* puppy

Practice finding in the book:

|                   |             |              |
|-------------------|-------------|--------------|
| That (How often?) | I will take | you can come |
| what I had        | too little  |              |

Compare:

|         |      |
|---------|------|
| puppy   | That |
| puppies | that |

Find *you* in *your*. Hear *r* in *your*. Hear *l*'s in *little*.

Let two children read the page, one as Jack, one as Billy.

### Rereading for a Specific Purpose

Reread story to read it to children in another room. Have children make large pictures of dogs to show when reading to group. Read according to paragraphs.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 59 and 60.

*Blackboard Checking Game*

#### COMPLETION EXERCISE

Teacher says first part of sentence orally and children find rest of sentence on blackboard and read it.

TEACHER: Jack said, "Thank you for

CHILD FINDS: *your letter, Billy.*"

TEACHER: Billy said, "Come with me

CHILD FINDS: *so you can see.*"

TEACHER: So Jack and Mary Jane

CHILD FINDS: *went to Billy's house.*

TEACHER: Jack said that one puppy

CHILD FINDS: *wanted to play.*

TEACHER: Billy said, "That is what

CHILD FINDS: *I had for you."*

TEACHER: When Jack left he wanted

CHILD FINDS: *to take the puppy home.*

TEACHER: Billy said that Jack could

CHILD FINDS: *come for it soon.*

## B. RELATED CLASSROOM ACTIVITIES

1. Bringing pets to school, perhaps having a pet show.
2. Taking a trip to a pet store or to a home to see particular pets.
3. Drawing and painting pictures of pets.
4. Talking about the care of different kinds of pets.
5. Making pet booklet.
6. Looking at picture books of pets.

## GOOD-BY! GOOD-BY! pages 85-86

SHORT CARDS 163-164

LONG CARDS 75

### Introductory Reading of the Whole Story

#### Page 85.

Children read to find out:

1. The name of the story (introducing *Good-by*).
2. What Jack said when it was time for him to go home (introducing *the bus*).
3. The polite conversation between Mary Jane and Jack.
4. What the children called to each other (introducing *the children*).

**Practice Period****WORD AND PHRASE CARDS**

Good-by

the bus

the children

**Page 85. New Words:** good-by bus childrenHear *b* in *bus*. Hear and find *us* in *bus*.Find two little words in *Good-by*.Find *Good-by* as many times as possible on page.Hear *ch* in *children*. Recall *chair*.**Page 86.**Hear *d* in *do* and *does*. Recall *doll*.**Rereading for a Specific Purpose****Page 85.**

Let different children take the parts of Mary Jane, Jack, and Billy and dramatize as they read the page. Read according to paragraph grouping of sentences.

**Page 86.**

Play Yes – No game on page 86.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercises 61 and 62;  
two tests on whole unit, exercises 63 and 64.

**B. RELATED CLASSROOM ACTIVITIES**

1. Drawing pictures of ways in which Jack might have gone home: by street-car, auto, bus, etc.

## SUMMARY OF PHONETIC ELEMENTS IN PART II

Initial sounds: w, g, r, d

Vowel combination: *ou* in *house, found, about, out, our*

Endings: *s* in *us*                      *t* in *went*                      *r* in *her, your*  
                     *f* in *roof*                      *th* in *with*

Small words within larger ones:

|                                             |                              |
|---------------------------------------------|------------------------------|
| <i>in</i> in <i>windows</i>                 | <i>box</i> in <i>boxes</i>   |
| <i>us</i> in <i>must</i>                    | <i>air</i> in <i>chair</i>   |
| <i>and</i> in <i>stand</i>                  | <i>work</i> in <i>worked</i> |
| <i>at</i> in <i>that</i>                    | <i>you</i> in <i>your</i>    |
| <i>good</i> and <i>by</i> in <i>Good-by</i> |                              |

Also continuation of hearing and finding sounds introduced in Part I.

## SUPPLEMENTARY READING MATERIALS

Supplementary book material which is read by the children, both as a group and individually at the library table, should be easy enough for them to read readily without being overwhelmed, either with new words or unfamiliar or difficult ideas. (See pages 331–335 for a brief list of suitable supplementary material for the primer period.) More comprehensive lists may be found in the following books:

Dalgliesh, Alice: *First Experiences with Literature*. Charles Scribner's Sons. Moore, Annie E.: *Literature Old and New for Children*. Houghton Mifflin Co. Pennell, Mary, and Cusack, Alice: *The Teaching of Reading for Better Living*. Houghton Mifflin Co. Reed, Mary, and Wright, Lulu: *Beginnings of Social Science*. Charles Scribner's Sons.

See note on page 157. This kind of supplementary reading material may be continued.

## PART THREE

### FUN AT SCHOOL

TEACHER: Where do you think Jack and Mary Jane will have fun next?

Children read first to find out, then orally to tell:

1. The title of Part III.
2. What grade Mary Jane and Billy are in (introducing *the first grade*).
3. What is said about the picture (introducing *the teacher*).
4. The teacher's name (introducing *Miss Allen*).

Hear and find *t* in *teacher*. Hear and find *ch* in *teacher*.

### ALL ABOARD FOR THE FARM, pages 89-92

SHORT CARDS 165-174

LONG CARDS 76-79

#### Page 89.

After a discussion of the picture, the teacher helps the children to read the story title and asks what the story will probably be about. They then read silently to find out, and orally to tell:

1. What Billy called to the children.
2. What Miss Allen said (introducing *ready*).
3. What the children said about that.
4. All Billy said (recall *All Aboard* and *Farm* in the title).

#### Page 90.

Read silently to find out, then orally to tell:

1. What Billy called again.
2. The question Mary Jane asked.
3. What Billy answered (2 lines, introducing *the lunch*).



**Page 91.**

Children read silently to find out, then orally to tell:

1. What happened then (3 lines, introducing *away*).
2. What Billy said to the man (introducing *fast* and *man*).
3. What Miss Allen said about that.

**Page 92.**

Children read the two lines at the top of the page (teacher introducing *on the way*), and then they tell the story of the trip from the pictures.

**Practice Period**

## WORD AND PHRASE CARDS

|                 |                |            |
|-----------------|----------------|------------|
| the first grade | We are ready   | away       |
| the teacher     | All aboard     | fast       |
| Miss Allen      | farm           | man        |
| ready           | Here she comes | on the way |
| Are you ready?  | the lunch      |            |

**Page 89. New Words:** all aboard farm ready

Practice finding in the book, giving number of times:

|            |                |              |
|------------|----------------|--------------|
| The bus    | for the farm   | We are ready |
| All aboard | farm           | ready        |
| It is time | Are you ready? |              |

Hear and find *f* in *farm*. Recall other *f* words.

Hear and find *r* in *ready*. Recall other *r* words.

Compare cards:

Are you ready?

We are ready

Let some child read the whole page.

**Page 90. New Word:** lunch

Practice finding in the book:

|                                  |                |
|----------------------------------|----------------|
| All aboard                       | with the lunch |
| for the farm                     | the lunch      |
| Here she comes (How many times?) |                |

Hear and find *l* in *lunch*. Hear and find *ch* in *lunch*.

Add *s* to *come* to make *comes* (on blackboard). Let some child read the whole page.

**Page 91. New Words:** away fast man

Stress correct pronunciation of *away* (*ā wā'y'*) not *ā'way*.

Practice finding in the book, giving number of times:

|      |              |           |
|------|--------------|-----------|
| away | the children | the lunch |
| went | Miss Allen   | the man   |

Compare (on blackboard):

go fast  
too fast

Let some child read the whole page.

**Page 92. New Words:** on way

Practice finding in the book:

Guess                      on the way

Find *way* in *away*.

**Rereading for a Specific Purpose**

This story lends itself admirably to oral reading. The children may try reading it "to get people excited" and then choose someone who does it best to read it to the principal of the school.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 65, 66, 67, and 68.

*Blackboard Checking Game*GAME — *Guess or Is It*

The teacher prints the following words on blackboard:

|            |            |            |
|------------|------------|------------|
| All aboard | Miss Allen | fast       |
| farm       | the lunch  | man        |
| ready      | away       | on the way |

She is *It* first. She looks carefully at the words on the blackboard and selects one word or phrase without letting anyone know which one. Some child then gets three chances to guess the one she has in mind.

He says, for example:

Is it *farm*? (Pointing to *farm*.)

Is it *on the way*? (Pointing to *on the way*.)

Is it *the lunch*? (Pointing to *the lunch*.)

If he guesses the right one and reads all three correctly, he may then be the teacher.

The teacher keeps a record of the errors. At the close of the game she gives the children who previously made an error a chance to tell the phrase and erase it.

## B. RELATED CLASSROOM ACTIVITIES

1. A trip to the farm, if possible.
2. Initiating the building of a play farm in schoolyard or room.
3. Painting or drawing pictures of farm animals.

4. Painting a farm frieze.
5. Enjoying farm picture books.
6. Matching pictures of the mother and baby farm animals.

### ALL OUT, pages 93-96

SHORT CARDS 175-183

LONG CARD 80

#### Introductory Reading of the Whole Story

##### Page 93.

Children discuss picture and forecast the possible happenings of the story.

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *All Out*).
2. What the man called as the bus stopped (introducing *as and stopped*).
3. What the man and the children called.
4. What happened then (3 lines, introducing *out went*).

Children discuss full page picture on page 95 before they read page 94.

##### Page 94.

Children read silently to find out, then orally to tell:

1. Three lines that tell what Miss Allen called to her mother on the way to the house.
2. Two lines that tell what Miss Allen's mother said.
3. The question that Miss Allen asked to tease her mother (introducing *May*).
4. Her mother's answer.
5. What Billy said about Collie (introducing *Collie*).
6. What Miss Allen said to Collie.

**Page 96.**

Children read silently to find out, then orally to tell:

1. The question Miss Allen asked the children.
2. The children's answer (introducing *to the barn*).
3. What happened then? (introducing *away they went*).
4. Who went with the children (introducing *them*).

Let some child read the whole page.

**Practice Period**

## WORD AND PHRASE CARDS

|          |        |                |
|----------|--------|----------------|
| All out  | May    | to the barn    |
| as       | may    | away they went |
| stopped  | Collie | them           |
| out went |        |                |

**Page 93. New Words:** all as

Practice finding in the book:

All out! (How many times?) as the bus stopped  
 out went (How many times?) All (How many times?)

Hear and find *stop* in *stopped*; *d* in *stopped*.

Point to three answers in the book to these statements:

Out went ..... (the children)

Out went ..... (the teacher)

Out went ..... (the lunch)

Let some child read the whole page.

**Page 94. New Words:** May Collie

Practice finding in the book, giving number of times:

|             |        |
|-------------|--------|
| Here we are | May    |
| on the way  | may    |
| Come in     | Collie |

Find *all* in *called*. Hear *m* and *a* in *may*.

Pages 95-96. *New Words*: barn them

Practice finding in the book, giving number of times:

|             |                |
|-------------|----------------|
| Where       | away they went |
| first       | went with them |
| how fast    | them           |
| to the barn |                |

Hear and find *b* in *barn*. Hear and find *n* in *barn*.

Hear and find *th* in *them*. Recall *this*, *that*, *these*.

Hear and find *m* in *them*.

Let some child read the whole page.

### Rereading for a Specific Purpose

Reread the story as a dramatic performance. Let one group of children read the parts and others act them out as read. Read according to paragraph groupings.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me*. Exercises 69, 70, and 71.

#### Blackboard Checking Games

#### ARRANGING SENTENCES IN SEQUENCE

Number the sentences in proper story sequence. The teacher prints the sentences on the blackboard in a mixed order. The children read all of them silently. They then decide which is No. 1, No. 2, etc. (Note that the wording is not exactly like that in the book.)

|                                           |     |
|-------------------------------------------|-----|
| The man called, "All out!"                | (1) |
| Collie wanted to come in too.             | (5) |
| Miss Allen called, "Here we are, Mother!" | (3) |

Out went the children, the teacher,  
and the lunch. (2)

Miss Allen's Mother said, "Come in,  
children, come in!" (4)

Collie wanted to come in too. (6)

Miss Allen said, "No, No, Collie." (7)

## B. RELATED CLASSROOM ACTIVITIES

Continue farm interest activities.

(See list for story, "All Aboard for the Farm.")

The teacher may suggest the possibility of a large assembly program telling all about the book-children's visit to the farm. Different children may read, others may show large pictures they have drawn or painted to illustrate interesting points of the trip. Such a performance might culminate in the reading of all of the farm stories.

## HUNGRY PIGS, page 97

SHORT CARDS 184-186

LONG CARD 81

### Introductory Reading of the Whole Story

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Hungry Pigs*).
2. What happened on the way to the barn.
3. What Billy said when he saw the pigs eat.
4. What Mary Jane said about the pigs (3 lines, introducing *polite*).
5. What Miss Allen said about the pigs.

### Practice Period

#### WORD AND PHRASE CARDS

Hungry Pigs  
pigs

hungry  
polite

Practice finding in the book:

The part that tells when they saw the pigs (*on the way to the barn*).

stopped.

pigs (How many times?)

polite (How many times?)

The part that tells the reason why the pigs were not polite.

Hear and find *h* in *hungry*. Hear and find *p* in *pigs*.

Hear and find *p* and *o* in *polite*.

### Rereading for a Specific Purpose

Reread entire page silently, then someone read orally according to paragraph groupings.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercise 72.

*Card Checking Exercise*

*Guess OR Is It*

Playing *Guess* or *Is It* with the following words and phrases: (See Story, "All Aboard for the Farm," for directions for playing the game.)

|             |            |                 |
|-------------|------------|-----------------|
| on the way  | not at all | Hungry pigs     |
| to the barn | polite     | do not know how |
| How hungry  | the pigs   | they            |
|             |            | stopped         |

#### B. RELATED CLASSROOM ACTIVITIES

Drawing or painting pigs.

Continuing various phases of work already begun in connection with farm interests.



**BETSY'S BABY**, pages 98-99

SHORT CARDS 187-188

LONG CARDS 82-84

**Introductory Reading of the Whole Story****Page 98.**

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Betsy's Baby*).
2. Where Miss Allen asked the children to go (introducing *into the barn* and helping children recognize *into* by seeing the two small words in it).
3. What she wanted them to see.
4. Where all of the children went.
5. Who else went along.

Children then read the last line and discuss the picture.

**Page 99.**

Children read silently to find out, then orally to tell:

1. What is the matter with Betsy's Baby.
2. How hungry it is (introducing *as hungry as*).
3. What Betsy has for her baby (introducing *has*, helping children see *as* in *has*; and *good milk*).
4. What else Betsy has.

Children then read the two questions silently and answer them.

**Practice Period**

## WORD AND PHRASE CARDS

Betsy's Baby  
into the barn

as hungry as  
has  
good milk

Page 98. *New Words:* Betsy into

Practice finding in the book:

into the barn

went with them

Betsy

what they saw

all of the children

Hear and find *B's* in *Betsy's Baby*.

Compare on the blackboard:

want

went

Page 99. *New Word:* has

Practice finding in the book:

as hungry as

good milk (How many times?)

has (How many times?)

Hear and find *as* in *has*. Hear and find *h* in *has*.

### Rereading for a Specific Purpose

Reread the story of Betsy's Baby according to paragraph groupings. One child reads all that Miss Allen says, another reads the next four lines on page 98, another reads what Billy says, and another what Mary Jane says.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercise 73.

*Blackboard Checking Game*

Draw lines from questions to correct answers.

## QUESTIONS

## ANSWERS

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. Where did the children go?       | Betsy and her baby.    |
| 2. Who went with them?              | She has good milk.     |
| 3. What did they see?               | Collie went with them. |
| 4. How hungry was Betsy's baby?     | as hungry as the pigs. |
| 5. What has Betsy for her baby?     | into the barn.         |
| 6. What has Betsy for the children? | She has good milk.     |

## B. RELATED CLASSROOM ACTIVITIES

Continue farm work with particular interest in cows and calves.

## A RIDE ON TOBY, pages 100-103

SHORT CARDS 189-191

LONG CARDS 85-87

## Introductory Reading of the Whole Story

## Page 100.

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *A Ride on Toby*).
2. The question Miss Allen asked (introducing *Who wants a ride*).
3. The children's answer.
4. What else Miss Allen said (4 lines, introducing *But*).

## Page 101.

Children read silently to find out, then orally to tell:

1. What Billy said that shows he was very polite.
2. What Mary Jane said that shows that she was polite, too.
3. Who had the first ride?
4. Who else had rides (introducing *other*)?

**Pages 102-103.**

Children read silently to find out, then orally to tell:

1. What Mary Jane said about the turkeys (introducing *turkeys*).
2. What the turkeys said (introducing *Gobble!*).
3. How the children mocked them.
4. What Jack said about the turkeys (3 lines).
5. The reason Miss Allen gave for their not being polite (4 lines).

**Practice Period**

## WORD AND PHRASE CARDS

|                  |         |
|------------------|---------|
| A Ride on Toby   | other   |
| Who wants a ride | turkeys |
| But              | Gobble! |

**Page 100. New Words:** but ride Toby

Practice finding in the book:

|                  |         |                  |
|------------------|---------|------------------|
| Who wants a ride | on Toby | all at one time  |
| a ride           | But     | can not take you |
|                  |         | Dear me!         |

Hear and find *b* in *but*. Hear and find *r* and *i* in *ride*.  
Hear and find *T* and *o* in *Toby*.

**Page 101. New Word:** other

Practice finding in the book:

|                    |                           |
|--------------------|---------------------------|
| first              | had a ride                |
| you may ride       | all of the other children |
| had the first ride | other                     |

Hear and find *th* in *other*. Recall *this*, *that*, *these*.

Page 102. *New Words:* turkeys gobble

Practice finding in the book:

the turkeys

to be polite

Gobble! Gobble! Gobble!

do not know

too hungry

how to be polite

Hear and find *t* in *turkeys*. Hear and find *k* in *turkey*.  
Hear and find *g* in *gobble*.

### Rereading for a Specific Purpose

The children take different parts and reread the story according to paragraph groupings.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 74, 75, and 76.

#### *Blackboard Checking Game*

*Yes — No, OR +, —*

- |                                                |          |
|------------------------------------------------|----------|
| 1. All the children wanted a ride on Toby.     | Yes or + |
| 2. Toby can take all the children at one time. | No or —  |
| 3. Billy said for Mary Jane to ride first.     | Yes or + |
| 4. Mary Jane let Billy ride with her.          | Yes or + |
| 5. Miss Allen had the first ride.              | No or —  |
| 6. All the other children had a ride too.      | Yes or + |
| 7. The turkeys said, "Dear me!"                | No or —  |
| 8. The children said, "Gobble! Gobble!"        | Yes or + |
| 9. The turkeys are hungry too.                 | Yes or + |
| 10. They are like pigs that way.               | Yes or + |

#### B. RELATED CLASSROOM ACTIVITIES

Continue farm work with particular interest in horses and turkeys.

## LUNCH TIME, pages 104-105

SHORT CARDS 192

LONG CARDS 88-92

## Introductory Reading of the Whole Story

## Page 104.

The children read silently to find out, then orally to tell:

1. The name of the story (introducing *Lunch Time*).
2. What Miss Allen said just before lunch time (3 lines, introducing *time for lunch*).
3. What the children said.
4. What Billy and some of the boys did (introducing *after the lunch*).
5. What Mary Jane and the other girls did (introducing *the other girls*).

## Page 105.

The children read silently to find out, then orally to tell:

1. The question Miss Allen asked.
2. The children's answer.
3. What Miss Allen said about the children (4 lines).
4. What Mary Jane said about them.

## Practice Period

## WORD AND PHRASE CARDS

|                |                 |
|----------------|-----------------|
| Lunch Time     | after the lunch |
| time for lunch | the other girls |
| Who will help  | who will have   |

Page 104. *New Words:* after girls

Find three words that mean the same as *Lunch Time* (*time for lunch*).

Practice finding in the book:

|                      |                 |                     |
|----------------------|-----------------|---------------------|
| time for lunch       | after           | helped              |
| who will help        | the other girls | get the table ready |
| went after the lunch | girls           |                     |

Recall *l* and *ch* in *lunch*. Recall *w* in *went*.

### Page 105.

Practice finding in the book:

|                       |                 |
|-----------------------|-----------------|
| who will have         | as hungry as    |
| My but you are hungry | But more polite |

Compare cards:

Who will help  
who will have

### Rereading for a Specific Purpose

Reread entire story according to paragraph groupings.  
Dramatize the story after it is read.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 77 and 78.

*Blackboard Checking Game*

#### MULTIPLE CHOICE

Children draw a box around the right word.

1. Soon it was time for  
play                  work                  lunch
2. The boys went  
after the pigs                  after the lunch
3. The girls helped  
get the lunch                  get the table ready

4. The children are  
as polite as the pigs as hungry as the pigs

#### B. RELATED CLASSROOM ACTIVITIES

Continuation of different phases of farm interest as suggested in story, "All Aboard for the Farm."

### AFTER LUNCH, pages 106-109

SHORT CARDS 193-195

LONG CARDS 93-97

#### Introductory Reading of the Whole Story

##### Page 106.

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *After Lunch*).
2. What the children did after lunch (introducing *more good times*).
3. What you are told to do (introducing *what they did*).

Discussion of pictures.

##### Page 107.

Children read silently to find out, then orally to tell:

1. What Miss Allen said about the bus (2 lines).
2. What the children called as they left (2 lines).
3. What happened then (3 lines, introducing *into the bus*).
4. What Miss Allen said to Collie (3 lines, introducing *back*).

##### Page 108.

Children read to find out what happened when the boys and girls got back to school. (Children should be led to recognize *doing* by seeing *do* and *ing*.)



**Practice Period**

## WORD AND PHRASE CARDS

|                 |                |                |
|-----------------|----------------|----------------|
| After Lunch     | into the bus   | back at school |
| more good times | Back at school | doing          |
| what they did   | back           |                |

**Page 106. New Word:** did

Practice finding in the book:

|                 |       |               |
|-----------------|-------|---------------|
| After Lunch     | had   | what they did |
| more good times | Guess | did           |

Hear and find *d*'s in *did*.**Page 107. New Word:** back

Practice finding in the book, giving number of times:

|              |              |              |
|--------------|--------------|--------------|
| has come     | Good-by      | must go back |
| with the bus | into the bus | back         |
|              | went         |              |

Recall *in* and *to* in *into*. Hear and find *b* in *back*.**Page 108. New Word:** doing

Practice finding in the book:

|                |       |
|----------------|-------|
| Back at School | doing |
|----------------|-------|

Hear and find *d* in *doing*; *ing* in *doing*.

Compare cards:

|                |
|----------------|
| Back at School |
| back at school |

**Page 109.**

Play the game. Silent reading only.

**Rereading for a Specific Purpose**

Reread page 106 silently prior to telling of a story about the pictures.

Reread page 107 orally in paragraph groupings.

Reread page 108 silently prior to telling of story about the picture.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercise 79

***Checking Exercise***

Play a game in the book with the words and phrases on pages 106 and 107. The teacher may say, "I see two words that tell when the children had more good times." A child is given three trials. The teacher may then say, "I see three words that say who had the good times." Children may take turns also.

**B. RELATED CLASSROOM ACTIVITIES**

1. Continue work in connection with farm interest.
2. Make serial pictures of the children's own classroom activities in connection with farm interest in the order of their completion.

**CHRISTMAS PLANS, pages 110-115**

SHORT CARDS 196-200

LONG CARDS 98-109

**Introductory Reading of the Whole Story**

(If necessary for slow group, divide story at end of page 113.)

**Page 110.**

Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Christmas Plans*).
2. What Miss Allen said about Christmas.
3. What Billy and Mary Jane said (2 lines).
4. What else Miss Allen said.
5. Two things the children did (2 lines, introducing *clapped and clapped*).

**Page 111.**

Children read silently to find out, then orally to tell:

1. The question Miss Allen asked.
2. Billy's answer (introducing *some toys* and *Children's Home*).
3. What Miss Allen said about that (2 lines).
4. What the children did then.
5. The question asked of you (introducing *write*).

**Page 112.**

Children read silently to find out, then orally to tell:

1. What Billy said about the Christmas tree (introducing *Christmas tree* and *pretty*).
2. What Miss Allen said about this (3 lines).

**Page 113.**

Children read silently to find out, then orally to tell:

1. What Mary Jane suggested (introducing *a Christmas story*).
2. What Billy said about a story he knew (4 lines, introducing *a little kitten, a Christmas present*).
3. What the children said.
4. The two questions asked of you (introducing *read*).

**Page 114.**

After a discussion of the picture the children read silently to find out, then orally to tell:

1. What Miss Allen said about the letter (4 lines).
2. What Mary Jane said (4 lines, introducing *The second grade* and *party*).

**Page 115.**

Children read the letter with the help of the teacher. Children then read silently to find out, and orally to tell:

1. What Mary Jane asked.
2. Miss Allen's answer (2 lines).
3. What Billy said (3 lines).

**Page 116.**

Children read the other letter at the top of page 116.

**Practice Period****WORD AND PHRASE CARDS**

|                     |                     |
|---------------------|---------------------|
| Christmas Plans     | pretty              |
| make our plans      | a Christmas story   |
| clapped and clapped | a little kitten     |
| make the plans      | a Christmas present |
| some toys           | read                |
| Children's Home     | Who can read        |
| Christmas tree      | I can read          |
| write               | The second grade    |
|                     | party               |

**Page 110. New Words:** Christmas plans clapped

Practice finding in the book:

|                     |                 |
|---------------------|-----------------|
| Christmas Plans     | they all helped |
| plans               | make the plans  |
| clapped and clapped |                 |

Compare cards:

make our plans  
make the plans

**Page 111.** *New Words:* toys write

Practice finding in the book giving number of times:

|                  |           |
|------------------|-----------|
| What do you want | some toys |
| make some toys   | write     |

Hear and find *t* in *toys*. Hear and find *oy* in *toys*. Recall *boy*. Note that *w* in *write*, does not say anything. Hear and find *r* and *i* in *write*.

**Page 112.** *New Words:* tree pretty

Practice finding in the book:

|                |                     |
|----------------|---------------------|
| Christmas tree | the Children's Home |
| for the toys   | write               |
| pretty         |                     |

Hear and find *ee*'s in *tree*. Recall *see*.

**Page 113.** *New Words:* kitten present read

Practice finding in the book:

|                   |                     |
|-------------------|---------------------|
| a Christmas story | a little kitten     |
| a good one        | a Christmas present |
|                   | read                |

Compare cards:

a Christmas story  
a Christmas present

Hear and find *k* in *kitten*. Find *it* in *kitten*. Hear and find *r* and *e* in *read*. Which is the silent letter?

**Page 114. *New Words:*** second party

Practice finding in the book:

This letter

not for me

*The First Grade*

The second grade

a party

from them

Compare cards:

Who can read

I can read

Hear and find *p* in *party*. Recall other *p* words.

**Page 115. *New Word:*** December

Practice finding in the book:

Christmas party

December 20

May we go

You may go

write a letter

We can all help

in the letter

write one

**Page 116. *No New Word*****Rereading for a Specific Purpose**

Reread the story for a dramatic performance according to paragraph groupings. Children may take the parts of Miss Allen, Billy, and Mary Jane. Other children may read the descriptive parts silently, do what they say and answer the questions.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, Fun For Me.* Exercises 80, 81, 82, and 83

*Blackboard Game*

Oral Directions are given by the teacher.

Draw a red line under the parts that tell what the children wanted to do for Christmas. Read them aloud.

Draw a green line under the words that were written in the letters. Read them aloud.

Draw a circle around the sentence that tells about the kitten. Read it aloud.

Phrases and sentences to be printed on the blackboard:

Make some toys.

The kitten wanted to be a Christmas present.

Dear First Grade,

Come to our Christmas party.

December 20th at 2:00 P.M.

Dear Second Grade,

play a Christmas story

Thank you. We will come.

Make the Christmas tree.

look pretty.

## B. RELATED CLASSROOM ACTIVITIES

1. Planning and preparing for a party for another class or for mothers. Writing invitations. Making decorations, buying and preparing refreshments.

2. Planning a program.

Playing stories or reading stories for the visitors.

3. Inaugurating Christmas activities such as those suggested in the story.

## BILLY'S STORY, pages 116-127

SHORT CARDS 201-207

LONG CARDS 110-117

### Introductory Reading of the Whole Story

(The story may be broken at the end of page 121.)

Children read silently to find out, then orally to tell:

**Page 116.**

1. What Miss Allen said (3 lines).
2. The children's answer (4 lines).
3. The noisy part.

**Page 117.**

1. What happened in the woods one cold, cold night (introducing *in the woods* and *One cold, cold night*).

**Page 118.**

1. What the kitten said (introducing *Mew! Mew! Mew!*).
2. What the rabbit did (2 lines).
3. More kitten talk.
4. The question the rabbit asked himself.
5. What happened then (2 lines).

**Page 119.**

1. What it was that made the noise (introducing *pretty black kitten*).
2. All the rest of the page, telling what the rabbit said to the kitten.

**Page 120.**

1. What the pretty black kitten said (3 lines).
2. What Mr. Rabbit said to him (4 lines).
3. The kitten's answer (3 lines).

**Page 121.**

1. Two lines that tell that Mr. Rabbit was surprised.
2. The kitten's answer to Mr. Rabbit's question (4 lines).
3. What Mr. Rabbit said then (introducing *the bears*).
4. What the rabbit did then (introducing *took*).
5. The part you are told to guess.



**Page 122.**

1. What Mr. Bear said to Mr. Rabbit (entire page).

**Page 123.**

1. What Mr. Rabbit said to Mr. Bear (3 lines).
2. What Mr. Bear did and said (introducing *laughed* and *Santa Claus*).
3. What the little rabbit did then (4 lines introducing *down the road*).

**Page 124.**

1. The question Mr. Rabbit asked.
2. Mr. Bear's answer.
3. The part below the picture.

**Page 125.**

1. The sound they heard (introducing *Jingle*).
2. What Santa Claus said to himself (5 lines, introducing *Whoa*).
3. What Mr. Rabbit and Mr. Bear said.
4. What Santa Claus did and what he said (5 lines).

**Page 126.**

1. The part that tells what happened then (6 lines).
2. What Santa Claus said again.
3. What he did with the kitten.
4. What he said to the kitten when they got inside the house (3 lines).

**Page 127.**

1. What you are asked to guess.  
(Different children imagine the end of the story.)

## Practice Period

## WORD AND PHRASE CARDS

|                      |                     |               |
|----------------------|---------------------|---------------|
| One cold, cold night | pretty black kitten | laughed       |
| in the woods         | What is that        | Santa Claus   |
| Mew! Mew! Mew!       | That is what        | down the road |
| saw                  | the bears           | Jingle        |
| was                  | took                | Whoa          |

Page 116. *No New Words*

Practice finding in the book:

|                   |                     |
|-------------------|---------------------|
| Billy's Story     | a Christmas present |
| read the story    | clapped and clapped |
| the pretty kitten |                     |

Page 117. *New Words:* night woods

Practice finding in the book:

|                     |                 |              |
|---------------------|-----------------|--------------|
| began to read       | night           | was playing  |
| One cold cold night | a little rabbit | in the woods |

Hear and find *n* in *night*. Hear and find *t* in *night*.Hear and find *w* in *woods*.Page 118. *New Word:* mew

Practice finding in the book:

Mew! Mew! Mew!  
 stopped playing  
 What can that be?  
 saw what it was

Hear and find *m* in *mew*. Compare Cards: saw — was

Read the whole page.

**Page 119. *New Word:* black**

Practice finding in the book:

pretty black kitten

Who are you

Where did you come from

What are you doing

on a cold night

here in the woods

Read the whole page.

**Page 120.**

Practice finding in the book:

Please help me

no way

your home

pretty black kitten a Christmas present no home

cold and hungry

Read the whole page.

**Page 121. *New Words:* bears took**

Practice finding in the book:

what I want to know

a Christmas present

My mother

bears (How many times?)

Hear and find *b* and *k* in *book*. Hear and find *b* in *bears*.

Compare cards:

What is that

That is what

Read the whole page.

**Page 122.**

Practice finding in the book:

Well! Well!

Where are you going

that little black kitten

on a cold night like this

Read the whole page.

**Page 123. New Words:** laughed (Santa Claus) down road

Practice finding in the book:

|               |                                 |
|---------------|---------------------------------|
| This kitten   | Santa Claus                     |
| wants to be   | down the road (How many times?) |
| How can he be |                                 |

Hear and find *r* in *road*; *o* in *road*. Hear and find *d* and *ow* in *down*. Read the whole page.

**Page 124.**

Practice finding in the book:

|            |            |                 |
|------------|------------|-----------------|
| How can we | I know how | how they did it |
|------------|------------|-----------------|

Read the whole page.

**Page 125. New Words:** jingle whoa

Practice finding in the book giving number of times:

|        |                      |                     |
|--------|----------------------|---------------------|
| Jingle | doing                | wants to be         |
| Whoa!  | on a night like this | laughed and laughed |
|        |                      | You will make       |

Hear *J* in *Jingle*. Recall *Jack*, *Jane*. Read the whole page.

**Page 126.**

Practice finding in the book, giving number of times:

|                      |             |                     |
|----------------------|-------------|---------------------|
| Away                 | by the road | a Christmas present |
| a little green house | took        | for a little girl   |

Compare on the blackboard:

|                |
|----------------|
| away went      |
| away they went |

Read the whole page.

Page 127.

Tell what the little girl said.

### Rereading for a Specific Purpose

Reread the story silently in order to plan a play. After the reading the children and teacher plan somewhat as follows:

#### SCENE I. In the Woods

*Players:* the little rabbit, the pretty black kitten.

The little rabbit finds the pretty black kitten.

The kitten wants to be a Christmas present.

The rabbit and the kitten go to find the bears.

#### SCENE II. By the Bears' House

*Players:* the bears, the little rabbit, the pretty black kitten.

The bears tell the rabbit and the kitten about Santa Claus.

They all go down the road.

They make Santa Claus stop.

#### SCENE III. Down by the Road

*Players:* the bears, the rabbit, the kitten, Santa Claus.

Santa Claus finds the kitten.

He takes the kitten away with him.

They stop at a little green house.

#### SCENE IV. In the Little Green House

The little girl finds the pretty black Christmas present.

She is glad.

The Christmas present is glad too.

The play is then given according to these plans.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 84, 85, 86, and 87.

*Checking Exercise*

Reading the plan for the play checks the vocabulary.

## B. RELATED CLASSROOM ACTIVITIES

Use the story for a dramatic performance or a puppet show. If a puppet show is given, the puppets should be very simply made. Large figures can be cut out of thin cardboard and fastened to lathes. An ordinary burlap screen can be set several feet in front of the blackboard. Scenery can be painted on a long strip of wrapping paper and fastened to the blackboard. The children get behind the screen and move about with the figures. Many children can be brought into the story if the trees, the house, etc., are made separately and held by different children.

**PLAYING THE STORY, page 128**

## SHORT CARDS 208-210

**Introductory Reading of the Whole Story****Page 128.**

Children read silently to find out, then orally to tell:

1. What Billy said (2 lines).
2. What Mary Jane wanted to be.
3. What two of the boys wanted to be (introducing *two*).
4. Who wanted to be the little girl.
5. Who wanted to be Santa Claus.
6. What happened then.

**Practice Period**

## WORD AND PHRASE CARDS

I can be

We can be

two

Page 128. *New Word:* two

Practice finding in the book:

the little rabbit

the two bears

Santa Claus

the little kitten

the little girl

Compare cards: I can be — We can be.

**Individual and Group Activities****A. SILENT READING***My Practice Book, Fun For Me.* Exercise 87.*Blackboard Game*

Teacher prints the questions on the blackboard.

The children give the answers orally.

## WHO

1. Who said, "I can be the little rabbit?"
2. Who said, "I can be the kitten?"
3. Who wanted to be the two bears?
4. Who wanted to be the little girl?
5. Who wanted to be Santa Claus?

**B. RELATED CLASSROOM ACTIVITIES**

The teacher may write the directions for dramatizing the story somewhat as follows:

1. Lois may be the little rabbit.
2. Mary may be the kitten.
3. John and Paul may be the two bears.
4. Joan may be the little girl.
5. I will be Santa Claus.

The dramatization may then follow.

**PLANS FOR MORE WORK, pages 129-134**

SHORT CARDS 211-212

LONG CARD 118

**Introductory Reading of the Whole Story****Page 129.**

Children read silently to find out, then orally to tell:

1. The name of the story.
2. What Billy wanted to do with his boxes (3 lines).
3. What Mary Jane wanted to make (4 lines).
4. What all the children did (3 lines).

**Page 130.**

Children read and then discuss the pictures.

**Page 131.**

Children read and answer the question.

**Page 132.**

Children read silently to find out, then orally to tell:

1. What the first line says.
2. The part about the tables.
3. The part that tells about the good time. The children discuss the picture freely.

**Page 133.**

Children read silently to find out, then orally to tell:

1. What the first grade children did (introducing *played*).
2. What the second grade children did.
3. What Miss Allen said (3 lines).
4. What the first grade children said (introducing *Merry Christmas*).
5. What the second grade children said.
6. What all of the children said.



**Page 134.**

Postpone the reading of this page until after the rereading of the story. Practice and reread in order to be able to read silently and do these things.

**Practice Period**

## WORD AND PHRASE CARDS

play

played

Merry Christmas

**Page 129.**

Practice finding in the book:

Let's make the toys

out of them

these two boxes

some doll dresses

a good toy

worked and worked

Recall *oy* in *toy*. Recall *th* in *then, they, that, these*.

Read the whole page.

**Page 130.**

No new problems here. Read the whole page.

**Page 131.**

Practice finding in the book:

Soon

This is the way

at night

was ready

the way

look pretty

Hear and find *n* in *night*.

**Page 132.**

Practice finding in the book:

second grade children

the tables

How pretty

What fun

Hear and find the *r* in *ready*.

**Page 133.** *New Words:* played merry

Practice finding in the book:

|                          |                     |
|--------------------------|---------------------|
| The first grade children | laughed and laughed |
| played the story         | Merry Christmas     |

Hear and find *M* in *Merry*. Hear and find *d* in *played*.

Compare cards: played — play.

### Rereading for a Specific Purpose

Reread the story prior to playing the game on page 134.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 88 and 89.

#### B. RELATED CLASSROOM ACTIVITIES

Continue Christmas work previously begun.

## FUN AFTER CHRISTMAS, pages 135-137

SHORT CARD 213

LONG CARDS 119-122

### Introductory Reading of the Whole Story

**Page 135.**

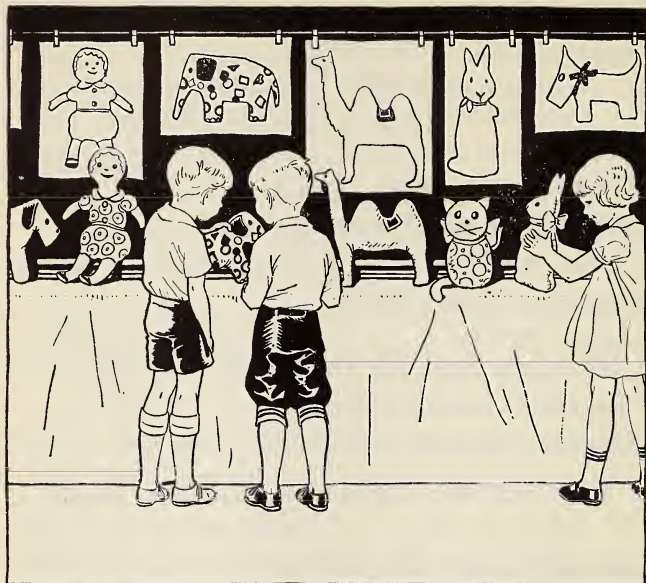
Children read silently to find out, then orally to tell:

1. The name of the story (introducing *Fun after Christmas*).
2. What Miss Allen said to the children.
3. What one of the boys suggested (4 lines, introducing *ask*).

**Page 136.**

Children read silently to find out, then orally to tell:

1. The question Miss Allen asked.
2. Mary Jane's answer (4 lines).
3. How Miss Allen liked that (2 lines).
4. What one of the boys suggested (introducing *Reddy Squirrel's*).
5. How Miss Allen liked that (2 lines).



*Christmas Presents*

**Page 137.**

1. Children read the three lines above the first picture and answer the question.
2. They read the three lines above the second picture and the words beneath it.

**Practice Period**

**WORD AND PHRASE CARDS**

Fun after Christmas  
Reddy Squirrel's

ask

Billy Rabbit  
Frisky Squirrel

Page 135. *New Word:* ask

Practice finding in the book: after Christmas

Compare cards: ask — asked.

Page 136. *New Word:* Reddy Squirrel

Practice finding in the book:

at the party

about Reddy Squirrel's party

which toys

will like that

Page 137.

Practice finding in the book:

they are (How often?)

about them

Billy Rabbit

Here are

Frisky Squirrel

**Rereading for a Specific Purpose.**

Reread story to page 137 in paragraph groupings for a dramatization.

***Individual and Group Activities***

RELATED CLASSROOM ACTIVITIES

1. Acting out mechanical toys they have or know about.
2. Making toys.
3. Continuation of other Christmas activities.

## BILLY RABBIT AND FRISKY SQUIRREL, pages 138-151

SHORT CARDS 214-225

**Introductory Reading of the Whole Story**

This story is simple and introduces few new words. The children should be able to read it through rapidly with very little help.

Children read silently to find out, then orally to tell:

**Page 138.**

1. What Billy Rabbit called to Frisky Squirrel (3 lines).
2. Where Frisky Squirrel was and what he said (3 lines).
3. Billy Rabbit's answer (3 lines).

**Page 139.**

1. What Frisky Squirrel said about dressing up (4 lines, introducing *very well* and *nothing*).
2. What Billy Rabbit thought about that (3 lines).
3. What the two of them did (2 lines).

**Page 140.**

1. What Billy Rabbit did and said (2 lines).
2. What Frisky Squirrel said (2 lines).
3. What Billy Rabbit did and said (6 lines introducing *if* and *can of paint*).

**Page 141.**

1. What Frisky Squirrel said about painting Billy Rabbit (4 lines, introducing *brush*).
2. What Billy Rabbit said about that (3 lines).
3. What the two of them did (2 lines).

**Page 142.**

1. What Billy Rabbit said about paint brushes (6 lines, introducing *brushes*, *Perhaps*, *grow*).
2. What Frisky Squirrel said about paint brushes (6 lines).

**Page 143.**

1. What Billy Rabbit said about a surprise (4 lines).
2. What Frisky Squirrel said about it (3 lines).
3. What Billy Rabbit said the surprise was (3 lines).

**Page 144.**

1. What Billy Rabbit said about the two brushes that grew on a tree (5 lines, introducing *painted*).
2. What Frisky Squirrel said.
3. What Billy Rabbit did (2 lines).

**Page 145.**

1. What Frisky Squirrel asked.
2. What Billy Rabbit said (3 lines).
3. What Frisky Squirrel did (2 lines).
4. What Frisky Squirrel said about going to the party (2 lines).
5. What Billy Rabbit said (3 lines).

**Page 146.**

1. Who was watching (introducing *coming*).
2. What Mother Squirrel said (3 lines).
3. What Mother Rabbit said (3 lines).

**Page 147.**

1. What Billy Rabbit said to his mother.
2. What Frisky Squirrel said to his mother.
3. What the two of them said (4 lines, introducing *dressed*).

**Page 148.**

1. What the mothers said to them (4 lines).
2. What the two mothers did (4 lines).

**Page 149.**

1. What Mother Squirrel said about the paint (3 lines, introducing *off*).
2. What Mother Rabbit said.
3. What Billy Rabbit said.

**Page 150. *No New Words.***

1. What Mother Rabbit said.
2. What Mother Squirrel said.
3. What they did (5 lines).

**Page 151. *No New Words.***

Children read to find out how the story ends. (6 lines.)

**Practice Period****WORD AND PHRASE CARDS**

|              |         |         |
|--------------|---------|---------|
| very well    | brush   | painted |
| nothing      | brushes | coming  |
| can of paint | grow    | dressed |
| if           | Perhaps | off     |

**Page 138. *No New Words.***

Practice finding in the book:

|               |             |                  |
|---------------|-------------|------------------|
| Are you going | looked down | May I go         |
| to the party  | from a tree | Glad to have you |

**Page 139. *New Words:* very nothing**

Practice finding in the book:

|                   |                 |
|-------------------|-----------------|
| Dress up in what? | nothing         |
| very well         | to dress up in  |
| we have nothing   | the two of them |

Hear and find *v* in *very*.

**Page 140. *New Word:* if**

Practice finding in the book:

|         |                |
|---------|----------------|
| stopped | Nothing at all |
| Nothing | can of paint   |

Recall *can* as verb also. Hear and find *f* in *if*.

**Page 141. *New Word:*** brush

Practice finding in the book:

|           |                |                 |
|-----------|----------------|-----------------|
| with what | no paint brush | That is so      |
| very well | Dear me!       | the two of them |

Hear and find *sh* in *brush*. Recall *she*.

**Page 142. *New Words:*** brushes perhaps grow

Practice finding in the book:

|               |                |
|---------------|----------------|
| paint brushes | no money       |
| grow          | It takes money |
| Perhaps       |                |

How many times can you find?

|                   |                   |
|-------------------|-------------------|
| Perhaps they grow | money             |
| Paint brushes     | Mr. Green's store |

Compare cards: brushes — brush.

**Page 143. *No New Words.***

Practice finding in the book:

|            |                |          |
|------------|----------------|----------|
| Do you see | nothing at all | if I can |
|------------|----------------|----------|

How many times can you find *green tree*?

**Page 144. *New Word:*** painted

Practice finding in the book:

|                  |                |            |
|------------------|----------------|------------|
| two good brushes | Are you ready? | if you are |
| on a tree        | I am ready     | painted    |

Compare on the blackboard: paint — painted.

How many times can you find:

|         |      |         |
|---------|------|---------|
| painted | grow | brushes |
|---------|------|---------|



**Page 145. *No New Words.***

Practice finding in the book:

|                |         |             |
|----------------|---------|-------------|
| How do I look? | painted | back home   |
| Very pretty    |         | Our mothers |

**Page 146. *New Word:* coming**

Practice finding in the book:

|                          |                        |
|--------------------------|------------------------|
| saw them                 | funny looking children |
| coming (How many times?) | Perhaps                |
| down the road            |                        |

**Page 147. *New Word:* dressed**

Practice finding in the book:

|                              |                        |
|------------------------------|------------------------|
| Look at us (How many times?) | the two of them        |
| all dressed up               | Reddy Squirrel's party |

Hear and find *dress* in *dressed*. Hear *d* in *dressed*.**Page 148. *No New Words.***

Practice finding in the book, giving number of times:

|                  |                  |
|------------------|------------------|
| Come here to me. | Mother Squirrel. |
| Mother Rabbit.   | took.            |

**Page 149. *New Word:* off**

Practice finding in the book:

|                       |                               |
|-----------------------|-------------------------------|
| house paint           | has something                 |
| off (How many times?) | take it off (How many times?) |

Hear and find *f's* in *off*.**Page 150. *No New Words.***

Practice finding in the book:

|                     |                    |
|---------------------|--------------------|
| Perhaps he has      | took the paint off |
| see if he has       | for them           |
| he has (How often?) |                    |

Page 151. *No New Words.*

Practice finding in the book:

|                      |                    |
|----------------------|--------------------|
| did not go           | all dressed up     |
| saw the others go by | party (How often?) |

Compare on the blackboard: to the party — for the party.

### Rereading for a Specific Purpose

Reread entire story orally in preparation for reading it to assembly or dramatizing it for assembly.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, Fun For Me.* Exercises 90, 91, 92, 93, 94, 95 and 96.

#### *Blackboard Checking Game*

List words on blackboard. Have children draw a red line under the word in the column every time they find it.

|                |            |                |             |              |
|----------------|------------|----------------|-------------|--------------|
| <u>perhaps</u> | <u>two</u> | <u>dressed</u> | <u>grow</u> | <u>brush</u> |
| paint          | took       | dressed        | green       | brushes      |
| painted        | two        | dress          | grow        | began        |
| perhaps        | tree       | doing          | gobble      | brush        |
| pretty         | two        | down           | grow        | bears        |
| party          | to         | dressed        | good-by     | brush        |
|                | take       |                |             |              |
|                | two        |                |             |              |

#### B. RELATED CLASSROOM ACTIVITIES

1. Illustrating by a series of pictures the steps in the story. 2. Using the story for a puppet show in connection with a Christmas party.

## SUMMARY OF PHONETIC ELEMENTS IN PART III

Initial sound: *v*

Vowel combinations:

*oy* in *boy, toy*

*ow* in *now, how, down*

Endings: *s* in *comes*

*m* in *them*

*n* in *barn*

*sh* in *brush*

Sounds within words: *ch* in *teacher, lunch*; *k* in *turkey*; *th* in *other*.

Small words within larger ones:

*in* and *to* in *into*

*us* in *bus*

*all* in *called*

*stop* in *stopped*

*way* in *away*

*dress* in *dressed*

Silent letters:

*w* in *write*

*a* in *read*

*gh* in *night*

*a* in *road*

*w* in *two*

*w* in *grow*

Correct pronunciation of *away* stressed. (not *ā way*)

Also continuation of hearing and finding sounds introduced in Parts I and II.

## SUGGESTED SUPPLEMENTARY READING MATERIAL

See pages 334-335 for lists of picture books, books for children to read, and stories and poems to read to children.

# THE FIRST READER PERIOD

## DETAILED LESSON PLANS FOR *Everyday Friends* (FIRST READER)

### TEACHING PROCEDURE

The teaching procedure in connection with each story will, in general, follow the same plan as that of the primer, as follows:

- Introductory Reading of Whole Story
- Practice
- Rereading for a Specific Purpose
- Individual and Group Activities

For the short stories, The Introductory Reading, The Practice, and The Rereading for a Specific Purpose, may all be done in one class period.

The children should be expected to discover the pronunciation of simple words which contain the phonetic elements they have learned throughout the primer.

They should be required to use the Table of Contents to find each story in the first reader. They should be expected to read larger thought units in their first overview of the story than in the primer. Some of the short stories after a few lessons can be read silently as a whole.

The Individual and Group Activities, which will consist of silent reading activities and related classroom activities, may follow the reading of each story. The latter involves related activities which may result as natural outgrowths from the children's interest in the reading of the stories,

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such as painting or drawing, making picture books, making engines, trains, trucks, visiting a railroad station, or using the practice book.

#### INTRODUCING THE FIRST READER

The First Reader is sufficiently simple to be read immediately after the primer, if desired. After the teacher has distributed the books to the group, she may ask the children to look at the front cover of the book and see if they can read the name, *Everyday Friends*. Some of the children will be likely to guess the word *Friends*. If not, the teacher may tell it to them.

The children may wish to look through the book quickly to satisfy their curiosity and anticipate some of the pleasures in store for them. After their interest in the book has been aroused, the teacher may say, "Now let's turn back to the front cover of the book."

The inside covers of the book introduce the characters. After talking about them freely, turn to the next page which is the title page. The teacher may then say, "Who can find the name of our book on this page?" They may compare it with the name on the outside of the book. Then they turn to the next page. This is the Table of Contents. The children should be familiar with its purpose. They may look through the first page of the Contents and read the names of some of the stories they will find in the book. Discuss the title of Part One, *Off to the Station*, and what they might expect to read about. Now turn to Part One, page 1 of the primer.

## PART ONE

### OFF TO THE STATION

#### ORIENTATION PICTURE CARDS 1, 2, AND 3

Encourage discussion of the picture on page 1 and the title, *Off to the Station*. The children will recall experiences they have had in connection with trains, stations, and travel. This discussion may be enlarged profitably through the use of the orientation picture cards.

The purpose of the orientation picture cards is to aid the children in clarifying their experiences and in organizing their thinking and language expression around a central theme about which they are going to read in the book. Words which are to appear in their reading should be anticipated and made meaningful through free discussion about the pictures, thus extending their spoken vocabulary and ability to express themselves clearly about the subject.

The discussion of these picture cards may require more than one class period.

The following words and phrases should become a part of each child's speaking vocabulary:

|           |        |              |
|-----------|--------|--------------|
| station   | early  | baggage car  |
| ticket    | late   | chair car    |
| gate      | hurry  | sleeping car |
| trains    | engine | dining car   |
| number    | wheels | kitchen      |
| conductor | steps  | parlor car   |
|           |        | writing car  |

Card No. 1 shows the outside of a large city passenger station. The children should be encouraged to discuss the picture freely. If they have never seen a large station of this kind, the teacher may have to help interpret some of the pictures. The children should be encouraged, however, to give their own interpretations first.

Card No. 2 shows the interior of the same station in a series of pictures. Again the children should be encouraged to interpret the pictures themselves as far as possible, with the teacher supplementing their limited knowledge where necessary.

Card No. 3 shows three types of trains from the earliest to the most modern. The fact may be developed that some trains burn coal, some oil, and that some are run by electricity. The children should learn that on long trips people have to eat and sleep on trains. The teacher may tell the children that the new book *Everyday Friends* will tell more about all of these things. This will lead directly to the reading of Part One.

### ABOUT THE STORY, page 2

On page two the teacher will read her introductory paragraph as the children follow her. They will then discuss the picture and read the line at the bottom of the page.

### HURRY! HURRY! pages 2-4

#### WORD AND PHRASE CARDS 1-9

The Introductory Reading of the Whole Story and the Practice Period may be combined in one lesson.

**Introductory Reading of the Whole Story**

The teacher tells the title (introducing *Hurry! Hurry!*). The children find the title in the Contents and on page 3.

**Page 3.**

Children read silently to find out, then orally to tell:

1. Why Patsy wanted Grandpa to hurry (4 lines, introducing the names, *Grandpa*, *Patsy*, and *station* by showing the cards if necessary). 2. Why they were going to the station (2 lines, introducing *Uncle Ted's train*). 3. What Grandpa said. (Help the children recall *coming* by printing *come* on blackboard, erasing *e* and adding *ing*).

**Page 4.** Children read silently, then orally to tell:

1. What Paul called to Patsy and Grandpa (entire page, introducing *late*, *Paul*. The children may be helped to sound *late* for themselves).

**Practice Period****WORD AND PHRASE CARDS**

|         |               |                   |
|---------|---------------|-------------------|
| Grandpa | Paul          | to the station    |
| Patsy   | late          | Uncle Ted's train |
| station | Hurry! Hurry! | at the station    |

**Page 3. New Words:** Hurry train station

**Proper Names:** Grandpa Uncle Ted Patsy

Children find in the book and tell:

1. The title of the story. (*Hurry! Hurry!*) 2. Three words that tell where they are going. (*to the station*) 3. Three words that tell what they are going to meet. (*Uncle Ted's train*) 4. Three words that tell where the train will be. (*at the station*) 5. Who is coming. (*Uncle Ted*) 6. What other people are going to the station beside Daddy. (*Patsy, Grandpa*)



## Other Practice:

1. Changing *come* to *coming*, and noting other words of similar type:

take .. taking; make .. making; have .. having

2. Hearing *ā* in *train* and *station*.

3. Hearing and finding *at* in *Patsy*.

**Page 4. New Words:** late (Paul)

Children find in the book and tell:

1. The exciting parts:

*All aboard! All aboard!*

*Hurry, Patsy! Hurry, Grandpa!*

2. The name of another person who is going. (Paul)

3. What Paul said Uncle Ted might be doing at the station.  
(*Looking for us*)

## Other Practice:

1. Hearing and finding *all* in *called*.

2. Hearing and finding *us* in *must*.

3. Comparing cards: to the station — at the station.

**Rereading for a Specific Purpose**

The children may reread the story: (1) silently to find out whether a better title can be suggested by them. The titles may be listed on the blackboard and the best one chosen by the children. Standards for a good title may be developed, for example:

1. A short title.

2. One that makes you want to read the story.

3. One that is really about the whole story.

(2) orally for dramatic oral reading, one child taking the part of Patsy, another of Grandpa, another of Paul.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 1-6.

Practice book material which may be used prior to or along with the story, pages 1-2-3-4.

Practice book material which may be used after the story is read, pages 5-6.

*Blackboard Checking Game.* Reproduce the exercise below on blackboard. Children draw line from the statement to the name of the person who said it.

## WHO SAID?

"Hurry, Grandpa."

Patsy

"Coming!"

"All aboard!"

Paul

"Hurry, Patsy!"

"We must not be late for the train."

Grandpa

"Daddy is here with the car."

The teacher may then ask the children to reread the sentences and number them in the order that they happen in the story: (1) Hurry, Grandpa. (2) Daddy is here, etc.

## B. RELATED CLASSROOM ACTIVITIES

1. Drawing and painting pictures of trains. 2. Looking at picture books of trains. 3. Visiting a passenger station and going through a train. 4. Building an engine and cars in the classroom or in the schoolyard. 5. Making a book of travel — trains, boats, cars, etc., one page of each mode of transportation.

**TOO EARLY, pages 5-6****WORD AND PHRASE CARDS 10-17**

The Introductory Reading, Practice, and Rereading may be combined in one lesson for this story.

**Introductory Reading of the Whole Story**

The children find the title in the Contents.

**Page 5.** Children read silently, then orally to tell:

1. The name of the story (introducing *Too Early*).
2. What Paul said (3 lines). 3. What Grandpa said (2 lines).
4. What Patsy said (2 lines).
5. What Mother said (3 lines introducing *around*. Watch the pronunciation of *around* not *ā'round*).

**Page 6.** Children read silently, then orally to tell:

1. The question Patsy asked. 2. Grandpa's answer (introducing *Number, should, and A.M.*). The teacher may find it desirable to read these lines herself showing the new words when she comes to them. 3. What Paul and Patsy said (2 lines).
4. What Grandpa said (3 lines).

**Practice Period****WORD AND PHRASE CARDS**

|           |         |         |
|-----------|---------|---------|
| Too Early | should  | on time |
| around    | be here | A.M.    |
| Number 18 | up here |         |

**Page 5. *New Words:*** early around

Children find in the book and tell:

1. The word that means just the opposite of *late*. (*early*) How many times on the page? 2. The line that tells what Grandpa had to do. (*and I had to hurry so*) 3. The suggestion that Patsy made. (*Let's find out if the train is on time*) 4. Who

went with Paul and Patsy. (*Grandpa*) How many times can you find *Grandpa* on this page? 5. Three words that tell what Mother said she and Daddy would do. (*look around here*)

Other Practice:

Hear and find the sound of *y* in *early*, *hurry*, and *Patsy*.

**Page 6. New Words:** A.M. should number

Children find in the book and tell:

1. The word you blow on. (*which*) 2. What the train is called. (*Number 18. How many times on the page?*) 3. The word *should*. (Hear and find the *sh* in *should*.) 4. The part that tells what time the train was due. (*10 A.M. How many times can you find it?*) 5. Two words that mean the same as *not late*. (*on time*)

Other Practice:

Compare cards: up here — be here

### Rereading for a Specific Purpose

Children reread the whole story silently in preparation for acting it in pantomime. Different children are then chosen to read the parts as others act out the story.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 7 and 8.

*Blackboard Checking Game.* The children are asked to read the words in the group of 3 and find the one like the top word. Some child points to the word and tells it. Another child reads the other words in the group.

|              |           |            |
|--------------|-----------|------------|
| time         | early     | around     |
| take         | hurry     | number     |
| time         | Patsy     | around     |
| train        | early     | should     |
| <b>which</b> | <b>my</b> | <b>out</b> |
| what         | me        | our        |
| which        | my        | out        |
| where        | on        | up         |

## B. RELATED CLASSROOM ACTIVITIES

1. Making clocks of different kinds for a clock store.
2. Practicing the writing of numbers to be used on play clocks.
3. Learning to take responsibility for noting time on clock and on program for doing different things.
4. Visiting a passenger station to see the bulletin board.

## LOOKING AROUND, pages 7-8

### WORD AND PHRASE CARDS 18-21

Introductory Reading, Practice, and Rereading may be combined for this story.

### Introductory Reading of the Whole Story

Children first find the title in the Contents.

### Page 7.

Children read silently, then orally to tell:

1. The name of the story.
2. What Grandpa wanted to do (2 lines).
3. What Patsy said (introducing *tell*. Teacher can help children get this word for themselves by showing *well* and asking for the initial sound of *tell*.)
4. What Grandpa said he would do.
5. What they could all do then (introducing *outside*. Children should be helped to get this word for themselves by seeing *out* and sounding the rest of the word.)

**Page 8.**

Children read silently to find out, then orally to tell:

1. What Grandpa said (4 lines).
2. What Paul wanted to see (introducing *the engine*).
3. What Patsy wanted to see.
4. The question Patsy asked (introducing *through the gate*. The teacher should show *late* to help children get *gate*).
5. Grandpa's answer.

**Practice Period**

## WORD AND PHRASE CARDS

tell

the engine

outside

through the gate

**Page 7. New Words:** tell outside

Children find in the book and tell.

1. The *ing* word. (*Looking*)
2. The word *around*. How many times on the page?
3. What Patsy wanted to do. (*tell Mother and Daddy*)
4. One word that means both *Mother and Daddy*. (*them*)
5. Where they were going to look around. (*outside*)

**Other Practice:**

Note the *y* sound in *Daddy*, *Patsy*, *early*, *hurry*.

**Page 8. New Words:** engine through gate

Children find in the book and tell:

1. All the words that have *ou* in them: *found*, *around*, *outside*.
2. What both children wanted to see. (*engine*) How many times on the page?
3. Where they would have to go to get to the train. (*through the gate*)

**Rereading for a Specific Purpose**

The children read the whole story silently to find out whether they can suggest a better title for the story.

The children may dramatize the story by reading aloud the different parts.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 9.

*Blackboard Checking Game*

#### MATCHING QUESTIONS AND ANSWERS

##### QUESTIONS

##### ANSWERS

|                                                |                          |
|------------------------------------------------|--------------------------|
| What did Grandpa want to do?                   | tell Mother and Daddy.   |
| What did Patsy want to do?                     | outside.                 |
| Where did they want to look around?            | look around a little.    |
| What did Paul want to see?                     | the engine.              |
| What did Patsy want to see?                    | the engine and the cars. |
| Where did they have to go to get to the train? | through the gate.        |

As a last step one child may point to an answer and another child may rub off the appropriate question. A child who needs further practice may read all the answers, erasing every correct one. (Children must be trained to erase lines from left to right.)

#### B. RELATED CLASSROOM ACTIVITIES

1. Continuation of interest in building a train.
2. Drawing or painting what the children could see inside and outside the station.

### **TICKET PLEASE, pages 9-10**

#### WORD AND PHRASE CARDS 22-23

The Introductory Reading of the Whole Story, the Practice Period, and Rereading of the Story may be combined in one lesson for this story.

**Introductory Reading of the Whole Story**

Children find title in the Contents and turn to page 9.

**Page 9.** Children read silently, then orally to tell:

1. The title (introducing *Ticket Please*).
2. What Grandpa asked the man.
3. The question the man asked.
4. All that Paul said (7 lines).

**Page 10.** Children read silently, then orally to tell:

1. What the man said when he laughed (4 lines).
2. The rest of the story.

**Practice Period**

## WORD AND PHRASE CARDS

ticket

Ticket Please

**Page 9.** *New Word:* ticket

Children find in the book and tell:

1. The polite word. (*Please*) How many times?
2. The word that begins with *t* and ends with *t*. (*ticket*) How many times?
3. The *ing* word. (*coming*)
4. What Paul said about going away. (*We are not going away.*)
5. The name of the train. (*Number 18*)
6. What Paul and Grandpa wanted to do. (*look around*)

Other Practice:

Hearing and finding *t*'s in *ticket*.

**Page 10.**

Children find in the book and tell:

1. What the man did. (*Laughed and said*)
2. Two things the man let them do. (*go through this time*)  
(*Look around all you please!*)
3. The polite words. (*Thank you!*)



**Rereading for a Specific Purpose**

The children reread the entire story silently to decide the serial pictures they would need to draw to tell the story properly by pictures. They then go to their seats and illustrate the story serially.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 10.

*Blackboard Checking Game.* MULTIPLE CHOICE

Grandpa asked the man to let them go  
     into the train  
     through the gate

The man said  
     Have you some money?  
     Have you a ticket?

Uncle Ted's train was  
     Number 10  
     Number 18

The man said for them to  
     go back home  
     look around all they wanted to

Paul and Patsy said  
     Good-by  
     Thank you

Then they went  
     inside  
     outside

**B. RELATED CLASSROOM ACTIVITIES**

Continuation of: train construction; making tickets; building ticket window.

## THE BACK PORCH, page 11

## WORD AND PHRASE CARDS 24-26

Introductory Reading, Practice. and Rereading may be combined for this story.

## Introductory Reading of the Whole Story

Page 11. Children read silently, then orally to tell:

1. The name of the story (introducing *The Back Porch*. The children should be helped to sound *Porch*.)
2. What Patsy said about the back porch (3 lines, introducing *porch*).
3. What Grandpa and Paul did (2 lines).
4. What Grandpa said to Patsy (introducing *made*. The children should be helped to sound the word.)
5. The question.

## Practice Period

## WORD AND PHRASE CARDS

porch

made

The Back Porch

Page 11. *New Words:* Porch made

Children find in the book and tell:

1. What Patsy called the platform of the observation car. (*the back porch*)
2. What she saw on the porch. (*chairs*)
3. What Grandpa did. (*laughed and laughed*)
4. What Paul did. (*laughed too*)
5. What Grandpa said to Patsy to make her feel better. (2 lines *But it does look like a porch. You made a good guess.*)

## Other Practice:

1. Finding all of the words that begin with the *l* sound.
2. Finding *called* as many times as possible on the page.
3. Finding *laughed* as many times as possible on the page.
4. Finding *Look at* as many times as possible on the page.

**Rereading for a Specific Purpose**

The children reread the entire page silently in order to be able to draw a good picture illustrating it. They may draw the picture on the blackboard or on large paper.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 11.

*Blackboard Checking Game.* Teacher may print the sentences of the story on the blackboard in a different order than they are found in the book. The children then number them in the right order.

**B. RELATED CLASSROOM ACTIVITIES**

See suggestion under the title, Rereading for a Specific Purpose, in the story "Too Early."

**A GOOD CONDUCTOR, pages 12-13****WORD AND PHRASE CARDS 27-29**

Introductory Reading, Practice, and Rereading can probably be combined for this story.

**Introductory Reading of the Whole Story**

Children find the title in the Contents and locate the story in the book.

**Page 12.** Children read silently, then orally to tell:

1. The name of the person Grandpa saw (introducing *Conductor Smith*).
2. What Conductor Smith did (1 line).
3. What Grandpa said to Conductor Smith (3 lines).
4. Conductor Smith's answer and the question he asked (2 lines).
5. What Grandpa said about the children (2 lines).
6. What Conductor Smith said to the children (2 lines).

**Page 13.** Children read silently, then orally to tell:

1. What Paul and Patsy wanted to see (4 lines). 2. What the conductor said. 3. What Paul and Patsy thought about that. 4. What Paul did then (introducing *up the steps* and *climbed* as they are needed). 5. What Patsy and Grandpa did. 6. What the conductor did. 7. What they all did then.

### Practice Period

#### WORD AND PHRASE CARDS

climbed

up the steps

Conductor Smith

**Page 12.** *New Word:* Conductor Smith

Children find in the book and tell:

1. The little word *saw*. (How many times?) 2. The person Grandpa saw. (*Conductor Smith*) How many times on page? 3. What Grandpa said instead of *Hello*. (*How do you do*) 4. Two questions Conductor Smith asked. (*Are these children Paul and Patsy? What do they want to see first?*)

Other Practice:

Hear and find *c* in *conductor*, *th* in *this*, *these*, *they*.

**Page 13.** *New Words:* steps climbed

Children find in the book and tell:

1. What Paul wanted to see. (*the engine*) 2. What else Patsy wanted besides the engine. (*the cars*) 3. Two things the conductor wanted them to do. (*get on here*) (*go through the train*) 4. How they got up the steps (*climbed*. How many times?). 5. Where they went then. (*through the train*)

Other Practice:

1. Hear and find *cl* in *climbed*. Recall *clean*, *clapped*, etc.
2. Find other words on the page that have *ē* as in *steps*.
3. Hear and find *ī* in *climbed*.

**Rereading for a Specific Purpose**

The children reread the story silently to get ready for a dramatization. Children are chosen for the different parts. They pantomime the story as a child reads it aloud.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 12.

*Blackboard or Card Checking Game*

Word Game (if additional drill is necessary).

Is It?

Play *Is It* game as described on page 131 with the following words and phrases:

|                 |             |                      |
|-----------------|-------------|----------------------|
| saw             | Are these   | get on here          |
| Conductor Smith | Is this     | go through the train |
| conductor       | want to see | climbed              |
| How do you do   |             | up the steps         |

**B. RELATED CLASSROOM ACTIVITIES**

1. Discussion of work of different members of the train crew.
2. Continuation of work in building of train in classroom or yard.
3. Illustrating the story with chalk, paint, or crayons.

**IN THE TRAIN, pages 15-21****WORD AND PHRASE CARDS 30-39****Introductory Reading of the Whole Story**

Children find title in the Contents and turn to Page 15.

**Page 15.**

Children read silently to find out what the two lines above the picture say. They answer the question and discuss the picture.

**Page 16.** Children read silently, then orally to tell:

1. What Patsy said about the car (2 lines, introducing *room*).
2. What Paul said about the *room*.
3. What Paul said the people can do (introducing *people*). (The teacher prints *write* on the blackboard; erases *e* and adds *ing* so children can get the word *writing*. She then helps them sound *paper*.)
4. What Conductor Smith said (reviewing *writing paper*).
5. What else Paul said.

**Page 17.**

Children read silently to find out what the part above the picture says and to answer the question. Discussion of picture follows.

**Page 18.** Children read silently, then orally to tell:

1. What questions Patsy asked (helping children sound *sleep*).
2. What Conductor Smith did.
3. What he said to Sam (helping children see *am* in *Sam* and thus pronounce the word).
4. The line above the pictures.

Discussion of the picture follows.

**Page 19.** Children read silently, then orally to tell:

1. What they saw next (introducing *next* and calling attention to the *x*). Discussion of the picture follows.
2. The two lines that tell about the kitchen (introducing *the kitchen* and *one side*). Discussion of the picture follows.
3. The line above the last picture (introducing *the other side*). Discussion of the picture follows.

**Page 20.** Children read silently, then orally to tell:

1. What Patsy said about the kitchen and ice box (showing *big ice box*, and helping the children figure out what the card says).
2. What Paul said about the good *things* in the ice box (showing *things*, and helping children see *ing* and

sound word for themselves). 3. How Paul said it was in the ice box. 4. Patsy's question. 5. The question asked of you. (To be answered by children.)

**Page 21.** Children read silently, then orally to tell:

1. The part above the first picture.

Discussion of picture follows.

2. The part above the second picture.

Discussion of picture follows.

### Practice Period

#### WORD AND PHRASE CARDS

|        |               |                |
|--------|---------------|----------------|
| room   | next          | the kitchen    |
| people | things        | one side       |
| Sam    | writing paper | the other side |
|        |               | big ice box    |

**Page 15.** *No New Words.*

**Page 16.** *New Words:* room people paper

Children find in the book and tell:

1. The word *pretty*. (How many times?) 2. The word *room*. (How many times?) 3. What the people can do here. (*write letters*) 4. What they will write on. (*writing paper*) 5. What the children will do. (*write some letters*)

Other Practice:

1. Find *let* in *letter*. 2. Hear and find *pl* in *people*. Recall *please*. 3. Hear and find *oo* in *room*. Recall *soon*. Make other *oo* words. 4. Note that *w* is silent in *writing*.

**Page 17.** *No New Words.*

**Page 18.** *New Words:* Sam sleep

Children find in the book and tell:

1. The word *where*. (How many times?) 2. What the people do in the train at night. (*sleep*) 3. The words *These children*.

Other Practice:

Children hear and find *b* in *beds*, *ě* in *beds*, *ě* in *then*.

**Page 19. New Words:** next kitchen side

Children find in the book and tell:

1. The word *next*. (How many times?)
2. The word with *it* inside. (*kitchen*. How many times?)

Other Practice:

1. Hear and find *x* in *next*. Recall *box*.
2. Compare cards: one side — other side

**Page 20. New Words:** big ice things

Children find in the book and tell:

1. What keeps the good things cold. (*a big ice box*)
2. What are in the ice box. (*good things*) How many times?
3. How the ice box keeps the things. (*cold*)
4. Two words *come from*.

Other Practice:

1. Find *ing* in *things*. Make other *ing* words.

**Page 21. Children find in the book and tell:**

1. The word with *x* in it (*next*). How many times?
2. The two questions.
3. The word that begins like *that*. (*this*. How many times?)

**Page 22. Children read riddles silently and guess.**

### Rereading for a Specific Purpose

The children read the whole story silently to try and remember the order in which the children saw the different cars so they can draw a serial picture showing this sequence. This may either be done individually on paper or black-board or as a large frieze made by all of the children.



*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 13 and 14.

*Blackboard Checking Game.* The teacher lists all new words for the story on the blackboard. A child asks a question about one of the words and the others try to locate the word. One child is chosen to find and say the word. He then becomes *It*. Cards may be used instead of writing words on the board.

## EXAMPLES

A child might say, "What word has two *oo*'s in it?" (*room*)

Another child might say, "What word is the name of something to write on?" (*paper*)

(The teacher may have to be *It* the first time and occasionally afterward when the type of questions should be improved.)

## B. RELATED CLASSROOM ACTIVITIES

1. Making a serial picture of the story.
2. Drawing a large ice box on paper — cutting and pasting foods to go inside.

**THE BIG ENGINE, pages 23-25**

## WORD AND PHRASE CARDS 40-48

**Introductory Reading of the Whole Story**

Children find the title in the Contents and turn to page 23.

**Page 23.** Children read silently, then orally to tell:

1. The first three lines that tell about the ..... of the engine (showing card with *wheels* and helping children sound the word for themselves).
2. What Patsy said about

the engine (introducing *hot*). 3. Two questions that Grandpa asked. 4. The question asked of you. Answer it.

**Page 24.** Children read silently, then orally to tell:

1. What the conductor said when the train was ready to go.
2. What some of the people did (introducing *hurried*).
3. What some of the other people did.
4. The next two lines. (Note *Around* beginning with a capital and starting the sentence.)
5. All the sentences that begin with *Away went* (introducing *Away went*, and *his*).
6. What the children and Conductor Smith called to each other (4 lines).

**Page 25.**

Children read silently to find out what the part below the pictures says so that they can answer the questions. Teacher may need to show *some other people* and *on the way back*.

### Practice Period

#### WORD AND PHRASE CARDS

|         |             |                   |
|---------|-------------|-------------------|
| wheels  | his         | some other people |
| hot     | Around went | on the way back   |
| hurried | Away went   | Do you know       |

**Page 23. New Words:** wheels hot

Children find in the book and tell:

1. What the big engine had. (*big wheels, little wheels*)
2. How the big engine made Patsy feel. (*hot*) (How many times?)
3. The word *makes*. (How many times?)

**Page 24. New Words:** hurried his

Children find in the book and tell:

1. What the conductor called when the train was ready to go. (*All aboard*)

2. What the people did. (*Hurried into the train, hurried out of the train*) 3. How the wheels went. (*around*)

4. What two kinds of wheels the train had. (*big wheels, little wheels*) 5. The words *away went*. (How many times?)

6. All that went away. (*Conductor Smith and his train, the little kitchen, the big ice box, Sam and his beds, the people*)

### Other Practice:

1. Practice pronouncing *away* correctly (not *ā way*). Also *around* (not *ā round*).

2. Compare cards: *Away went* — *Around went*

### Page 25. Children find in the book and tell:

1. What they saw on the way back to the station (*some other people*).

2. The words, *Do you know*. (How many times?)

### Other Practice:

Note silent letters in *know*. Find *no* in the word.

### Rereading for a Specific Purpose

Children reread pages 23 and 24 silently in order to read them to another class. This part lends itself admirably to audience reading. Different children may read the conversational parts and another child the descriptive parts, trying to make it sound just as if the train is whizzing by.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 15.

*Blackboard or Card Checking Game.* The children may play the game described for the story *In the Train*, with the words and phrases in this story which need further practice.

**B. RELATED CLASSROOM ACTIVITIES**

1. Looking at pictures of engines, old and modern types.
2. Discussing how engines are made to go. (steam, electricity.)
3. Drawing engines with right number of big and little wheels.
4. Drawing a picture of the whole train going by.

**COMING, pages 26-27****WORD AND PHRASE CARDS 49-53**

Introductory Reading, Practice, and Rereading can probably be combined for this story.

**Introductory Reading of the Whole Story**

The children first find the title of the story in the Contents and then turn to page 26.

**Page 26.** Children read silently, then orally to tell:

1. What Paul said as he ran to Mother and Daddy (introducing *ran*).
2. What Daddy said (3 lines).
3. What they all did then (6 lines, introducing *tappety-tap* and *down the steps*).

**Page 27.** Children read silently, then orally to tell:

1. What the children said when they saw Uncle Ted (2 lines).
2. What Paul and Patsy did then (1 line, introducing *ran fast*).
3. What the others did (2 lines, introducing *walked fast*).
4. What Uncle Ted said to Paul.
5. What Patsy and Uncle Ted said to each other (2 lines).
6. Uncle Ted's question.
7. Paul's answer.

**Practice Period****WORD AND PHRASE CARDS**

ran

down the steps

walked fast

ran fast

tappety-tap

**Page 26. New Words:** tappety-tap ran

Children find in the book and tell:

1. The *ing* word. (*Coming*) 2. The little word *ran*. 3. The word that tells the noise their feet made as they went down the steps. (*tappety-tap*) 4. Three words that tell where they went. (*down the steps*. How many times?)

Other Practice:

Hear and find *ā* in *ran*. Another word that has two short *a*'s in it. (*tappety-tap*)

**Page 27. New Word:** walked

Children find in the book and tell:

1. The part that tells how Paul and Patsy got to Uncle Ted. (*ran fast*) 2. How Mother and Daddy got there. (*walked fast*) 3. What Grandpa did. (*walked fast too*) 4. The word *walked*. (How many times?) 5. What Uncle Ted said Paul was. (*a big boy*) 6. The word that begins with *wh*. (*where*) 7. The word *big*. (How many times?)

Other Practice:

Hear and find *w* in *walked*, *d* in *walked*.

### Rereading for a Specific Purpose

Children reread the story in order to be able to act it out in pantomime.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 16.

*Blackboard or Card Checking Game.* Arranging sentences in proper order either by placing prepared sentence cards in proper order or by numbering mixed blackboard sentences in proper sequence.

## THE SENTENCES

Paul ran to Mother and Daddy.

Daddy said for them to hurry.

Paul and Patsy went down the steps.

Mother went down the steps.

Daddy and Grandpa went down the steps.

Paul and Patsy ran fast when they saw Uncle Ted.

Mother and Daddy and Grandpa walked fast.

Paul and Patsy got to Uncle Ted first.

Mother and Daddy came next.

Grandpa was with them.

## B. RELATED CLASSROOM ACTIVITIES

Continuation of work in building and equipping a play train.

## A PRESENT, pages 28-30

## WORD AND PHRASE CARDS 54-56

Introductory Reading, Practice, and Rereading can probably be combined for this story.

## Introductory Reading of the Whole Story

Children find the title in the Contents and turn to page 28. The teacher suggests that this is a surprise story.

**Page 28.** Children read silently, then orally to tell:

1. Where Uncle Ted took the children to get the surprise (introducing *baggage car*).
2. How they all got there.
3. What the man in the car did.
4. What the words under the picture say.

**Page 29.** Children read silently, then orally to tell:

1. How Uncle Ted teased the children.
2. Paul's guess (1 line). Was it right? (1 line)

3. Patsy's guess. (1 line) Was it right? (2 lines)
4. The right guess (introducing *Flopsy* and *Mopsy*. Children can sound both words if attention is called to *op*).
5. What Paul and Patsy said. (3 lines)

**Page 30.** Children read silently, then orally to tell:

1. What Paul and Patsy said when they peeped into the box (4 lines).
2. What Paul said as he led the way to the car.
3. What Patsy said to Daddy (3 lines).

### Practice Period

#### WORD AND PHRASE CARDS

Flopsy

Mopsy

baggage car

**Page 28.** *New Word:* baggage

Children find in the book and tell:

1. What they got the surprise out of. (*the baggage car*) (How many times?)
2. How they got to the baggage car. (*walked*)
3. What the man in the baggage car gave Uncle Ted. (*a big box*)

Hear and find *bag* in *baggage*. Compare on blackboard:

big box

from the baggage car

the box

in the baggage car

to the baggage car

**Page 29.** *New Words:* Flopsy Mopsy

Children find in the book and tell:

1. The first guess. (*a little puppy*)
2. The second guess. (*a baby kitten*)
3. The right answer. (*Flopsy and Mopsy*)
4. One word that means the same as Flopsy and Mopsy. (*rabbits*)

## Other Practice:

1. Hear and find *op* in *Flopsy* and *Mopsy*. Make other *op* words.
2. Find two different words that have *it* in them (*kitten*, *rabbits*).
3. Hear and find the *p*'s in *puppy*.
4. Hear and find the *b*'s in *baby*.
5. Compare on blackboard: in the box — in this box

Page 30. *No New Words.*

Children find in the book and tell:

1. The names of the rabbits. (How many times?)
2. What the rabbits wanted to do. (*get out of the box*)
3. What Patsy said they should do. (*Let's hurry home*)
4. The word made with two little words. (*outside*)
5. Another line that begins with *Let's*.

## Rereading for a Specific Purpose

Children reread story silently to suggest a better title. Different children read page 29 orally, as a guessing game.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 17 and 18.

*Blackboard or Card Checking Game.* The children are asked to read the words in each group of three and find the one like the top word or words. Some child points to the word and tells it. Another child reads the words in the group.

|     |      |     |        |        |
|-----|------|-----|--------|--------|
| box | this | get | Flopsy | puppy  |
| big | them | let | Mopsy  | pretty |
| bag | this | bed | Topsy  | people |
| box | they | get | Flopsy | puppy  |



## B. RELATED CLASSROOM ACTIVITIES

1. Drawing pictures of what might be found inside the baggage car.
2. Looking at picture books of puppies, kittens, and rabbits.

## UP IN UNCLE TED'S ROOM, pages 33-34

*Review Story*

This story introduces no new words. It reviews the order of development of events and vocabulary in Part I. If the children are unable to read the story smoothly, additional practice should be given on troublesome words before beginning Part II.

## SUMMARY OF PHONETIC ELEMENTS IN PART I

Initial sounds: continued recognition of initial sounds in words in context. (All of the initial consonant sounds except *x* and *z* have been introduced in the primer.)

New sound: *x* as in *next*.

Vowel sounds: *y* as in *early*, *hurry*, etc.; *ē* as in *tell*.

Review of vowel sounds introduced in the primer as they are met in the new context.

Combinations of sounds: *ōō* as in *room*; *cl* as in *climbed*; *pl* as in *please*, *people*; *ight* as in *right*; and *op* as in *Flopsy* and *Mopsy*.

Silent letters: *w* in *writing*; *k* and *w* in *know*.

Endings when root words are changed: as *coming*, *having*, etc.

Ending sounds: continued recognition of ending sounds as met in new context.

Correct pronunciation of *a* sound in: *ā wāy'*.

Small words in larger ones: as *bag* in *baggage*.

Children are expected to use the sounds which have been repeatedly heard and located in words in the primer to help them pronounce certain new words in Part I of the first reader.

### SUPPLEMENTARY READING

The teacher may continue to devise reading material related to the classroom activities of the children. See page 157 for a discussion of standards for such material.

Supplementary material in many fields will play an increasingly important role at this stage. The supplementary books should be easy enough for the children to read without being overwhelmed with difficulties, either of vocabulary or ideas. See page 335 for a brief list of suitable supplementary material for this period.

PART TWO

**AT THE FREIGHT YARD**

ORIENTATION PICTURE CARDS 4 AND 5

In introducing part two, *At the Freight Yard*, the children should first discuss the picture on page 35 and exchange ideas about what may be seen at a freight yard. The orientation picture cards will help to clarify ideas and stimulate discussion and interest in the unit. The following ideas and oral vocabulary should be made meaningful:

|                      |                                  |
|----------------------|----------------------------------|
| freight yard         | freight cars (box car)           |
| freight depot        | refrigerator cars (ice)          |
| pens for animals     | cattle cars (slats for air)      |
| water tanks          | sheep and pig cars (double deck) |
| roundhouse           | coal cars                        |
| coal — water — steam |                                  |

Card 4 presents the activities of the freight yard near the freight station. The children should be encouraged to discuss the pictures freely. Most children will already be familiar with freight trains as they go through town and country, but the freight yard and some of the activities related to it may be new to them. The teacher will supplement their limited knowledge.

The discussion should develop an appreciation of the many kinds of freight and freight cars (refrigerator cars, box cars, coal cars, etc.). It should develop also an appreciation of the fact that products are exchanged between city and country and between different parts of the country.

The teacher may ask what the trucks and wagons are there for, where they will go, etc. She may ask how a person would know that a box of freight was there for him and how he could get it. She may let the children guess and leave the matter unsettled, telling the children that the next part of the reader will tell them that.

Card 5 presents some of the animals shipped by freight — the ones that will later be read about in the reader. The children should discuss the pictures freely. They should know the names of the animals and of what use the animals are to us. Why are they being shipped to different places? The teacher will probably have to tell about the stock pens near the freight station. She should stress the care of the animals during the trip.

These discussions may require several class periods.

Part II of the First Reader should then be read by the children.

### A SURPRISE, pages 36-38

#### WORD AND PHRASE CARDS 57-64

The procedure for the stories in Parts II, III, IV and V will be practically the same as that for the stories in Part I, but will be outlined in less detail and by stories instead of by pages within a story.

#### Introductory Reading of the Whole Story

The children find the title in the Contents and turn to page 36. They read silently, then orally to tell:

1. What Uncle Ted said (4 lines, introducing *surprise, day*).
2. What Paul said (4 lines, introducing *name, pony*).

3. Patsy's question. 4. Uncle Ted's answer. 5. Paul's question. 6. Uncle Ted's answer (rest of page, introducing *freight station*). 7. What Uncle Ted did then (2 lines).

8. What he found out (introducing *there*. Teacher shows *where* or writes it on the blackboard so children can easily get *there*.) 9. What Patsy said to Daddy. 10. Paul's question. 11. All the rest of the conversation about the pony (introducing *Pony Boy, color*).

### Practice Period

#### WORD AND PHRASE CARDS

|          |          |                 |
|----------|----------|-----------------|
| surprise | pony     | color           |
| day      | there    | freight station |
| name     | Pony Boy |                 |

### New Words:

Page 36. surprise day

Page 37. name pony freight

Page 38. there color Pony Boy

Children find in the book and tell (in answer to thought questions whenever possible):

#### Page 36.

surprise (How many times?)  
the next day  
Can you read  
on this paper

#### Page 37.

I can read (Pg. 37)  
some of it  
Daddy's name  
He should be  
freight station  
call and find out

#### Page 38.

|              |       |                         |
|--------------|-------|-------------------------|
| So he called | there | the pony's name         |
| He found out |       | color (How many times?) |

## Other Practice:

Hear and find *ay* in *day*. Recall other words that sound like day (*play, way, may*, etc.).

Compare on blackboard:

|           |      |                 |
|-----------|------|-----------------|
| one pony  | you  | Daddy's name    |
| your pony | your | the pony's name |
|           |      | a good name     |

## Rereading for a Specific Purpose

Children reread the story to dramatize it. They dramatize it for a person or class.

## Individual and Group Activities

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 19-20.

*Blackboard Game.* Direction: Put a line under the words in each sentence that are not right. Then tell how the sentences should read. (The teacher may then erase the wrong words and write in the correct ones, having the children reread them.)

1. Uncle Ted had *two surprises* for the teacher. (a surprise)
2. The paper said *a pony*. (one pony)
3. Uncle Ted called the *passenger* station. (freight)
4. He asked about the pony *and the rabbits*. (Omit last three words.)
5. He found out that the pony was *not* there. (Omit not.)
6. The pony's name was *Big Boy*. (Pony Boy)
7. Pony Boy was *black* and white. (brown)

## B. RELATED CLASSROOM ACTIVITIES

Furthering of interest in freight yard or freight trains through excursions to freight yard or through watching freight cars go by.

**WANTED—ONE PONY, pages 39-40****WORD AND PHRASE CARDS 65-68****Introductory Reading of the Whole Story**

The children first find the title in the Contents and then turn to page 39.

Children read silently to find out, then orally to tell:

1. What Uncle Ted said to the man at the freight station (introducing *their*). 2. What the man did and what he said (2 lines). 3. What they all did then (2 lines). 4. What they saw (2 lines introducing *put*). 5. What else they saw (2 lines). 6. The sad part (last line on page 39).

7. What Uncle Ted said he could hear (introducing *hear*. Children's attention is called to *he* in *hear* so they can pronounce the word.) 8. What Paul and Patsy said (introducing *him*. Teacher shows *his* or writes it on the blackboard and helps children sense the difference in ending.) 9. The rest that happened. 10. The questions under the picture. (Answer them.)

**Practice Period****WORD AND PHRASE CARDS**

their

put

hear

him

**New Words:**

Page 39. their put Page 40. hear him

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 39.**

1. These children
2. their pony
3. the man

4. the paper
5. hurried outside
6. walked (How many times?)

## Page 40.

- |                                           |              |
|-------------------------------------------|--------------|
| 7. put things                             | 10. him      |
| 8. take things                            | 11. ran fast |
| 9. I hear (How many times<br>on page 40?) | 12. There    |

## Other Practice:

1. Note difference in meaning and form of *their*, *there*.
2. Find a word made of two little words. (*outside*)
3. Find *an* in *man* and in *ran*.
4. Compare on blackboard:

|                 |    |            |     |
|-----------------|----|------------|-----|
| put things in   | is | what color | him |
| take things out | it | good color | his |
|                 | in |            |     |

## Rereading for a Specific Purpose

Children reread story silently to be able to draw a serial picture of it.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 21.

*Blackboard Game*

## Numbering Sentences in Proper Order

Uncle Ted told the man that the children wanted their pony. (1)

They are hurried outside. (4)

They saw people put things into the cars and take things out of them. (6)

They walked and walked and walked. (5)

The man said, "Come with me." (3)

The man looked at the paper. (2)



Uncle Ted said, "I hear something." (7)

Paul said, "I hear Pony Boy." (8)

They ran to the next car and looked in. (9)

Pony Boy was there. (10)

## B. RELATED CLASSROOM ACTIVITIES

1. Continuation of interest in the freight yard or freight train. 2. Building of freight train. 3. Making frieze showing freight train, freight yard, etc.

## TAKING PONY BOY HOME, pages 41-43

### WORD AND PHRASE CARDS 69-74

### Introductory Reading of the Whole Story

The children find the title in the Contents and turn to Page 41.

Children read silently to find out and orally to tell:

1. What Patsy said about Pony Boy (2 lines). 2. What Paul said about him (3 lines). 3. What Uncle Ted said (rest of page, introducing *stay* which children can sound).

4. Whether Uncle Ted found a man to take him home (4 lines). 5. What Paul said about Pony Boy. 6. What Patsy said about him (introducing *eat*). 7. Whether Uncle Ted agreed with Patsy (3 lines, introducing *drink*). 8. The two things to guess.

9. What Paul called to the man as he left (introducing *take good care*). 10. What Patsy called to him (introducing *Don't*).

11. What the man said (4 lines, introducing *All right*).

### Practice Period

#### WORD AND PHRASE CARDS

stay  
eat

drink  
Don't

take good care  
All right

**New Words:**

Page 41. stay

Page 42. eat drink

Page 43. Don't care

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 41.**

1. knows us
2. He is glad (How often?)
3. You stay
4. with Pony Boy

**Page 42.**

5. was back again
6. will take
7. will be glad
8. nothing to eat
9. has had (How often?)
10. something to drink

**Page 43.**

11. Please
12. take good care (How often?)
13. Don't
14. too fast (How often?)
15. your pony

**Other Practice:**

Compare on blackboard:

|               |        |           |
|---------------|--------|-----------|
| get him home  | He has | nothing   |
| take him home | He had | something |

Hear *oo* in *soon*. Recall *room*.Hear *ay* in *stay*. Recall *play, day, may*, etc.**Rereading for a Specific Purpose**

Children reread the story in order to dramatize it.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 22.

*Blackboard Game.* Direction: Put a line under the words in each sentence that spoil the sense. Then tell how the sentence should read. (Teacher may then erase the wrong words and put in the correct ones where needed. The children then reread the sentences.)

## THE SENTENCES

"Pony Boy knows us *not*," said Patsy.

He is glad to get out of the car *house*.

"I will get a *bus* to take him home," said Uncle Ted.

Soon Uncle Ted was back *home*.

A *boy* was with him.

Pony Boy had something *fast* to eat.

The children wanted the man to take good care of *Uncle Ted*.

The man said he would *not* take good care of Pony Boy.

## B. RELATED CLASSROOM ACTIVITIES

1. Discussion of food for a pony. What kinds could be fed him on the train.
2. Continuation of work on freight train or yard.

**MORE SURPRISES, pages 45-47**

## WORD AND PHRASE CARDS 75-76

**Introductory Reading of the Whole Story**

The children find the title in the Table of Contents and turn to page 45.

Children read silently to find out, then orally to tell:

1. What Paul wanted to do and why (3 lines).
2. What Uncle Ted thought about it (4 lines).
3. What Paul saw then (3 lines).
4. The rest of the page.

5. What Patsy smelled (2 lines, introducing *oranges*).
6. What Uncle Ted thought about Patsy's guess.
7. What Paul noticed about the oranges.
8. What Patsy said about them.
9. Paul's question.
10. The rest of the page.
11. All the parts above the picture in page 47 (introducing *many*).
12. The two sentences below the picture. (Discussion to follow.)

## Practice Period

### WORD AND PHRASE CARDS

oranges

many

### New Words:

Page 46. oranges

Page 47. many

Children find in the book and tell (in answer to thought questions whenever possible):

Page 45.

Page 46.

- |                      |                           |
|----------------------|---------------------------|
| 1. Let's go home     | 7. smell — smells         |
| 2. to get home first | 8. oranges (How often?)   |
| 3. look around       | 9. have paper around them |
| 4. Look there        | 10. come from             |
| 5. on that car       | 11. ask the man           |
| 6. through the roof  |                           |

Page 47.

12. many other cars
13. many good things
14. many (How many times?)
15. like that one
16. these things
17. Guess where (How many times?)

### Other Practice:

1. Hear and find *ě* in *get, smell, them*.

2. Find *any* in *many*.
3. Compare on blackboard:

|           |                  |
|-----------|------------------|
| I smell   | many other cars  |
| It smells | many good things |

### Rereading for a Specific Purpose

Children reread the story to find out how many surprises the children had.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 23 and 24.

#### *Blackboard Game*

Completion exercise, choosing the right words to finish the sentence.

- |                                             |                       |
|---------------------------------------------|-----------------------|
| 1. Paul wanted to get home                  | other cars.           |
| 2. Uncle Ted said they could<br>look around | a little.             |
| 3. A man put                                | ice through the roof. |
| 4. The car was like a big                   | ice box.              |
| 5. Patsy smelled                            | oranges.              |
| 6. The oranges had                          | first.                |
| 7. The children saw many                    | paper around them.    |

#### B. RELATED CLASSROOM ACTIVITIES

1. Drawing or painting pictures illustrating the story.
2. Continuing work on freight yard or freight train.

### CATCH HIM, pages 48-49

#### WORD AND PHRASE CARDS 77-80

Introductory Reading, Practice, and Rereading can be combined in one lesson for this story.

**Introductory Reading of the Whole Story**

The children should be helped to read the title, sounding *Cat ch* and recalling *Him*. Then they read the whole story silently to find out what the title refers to.

The children can be expected to sound for themselves the few new words involved in the story.

**Practice Period****WORD AND PHRASE CARDS**

Catch Him  
catch

pen  
Wee! Wee! Wee!

**New Words:****Page 48.** catch**Page 49.** Wee pen

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 48.****Page 49.**

1. Look out!
2. Something is coming
3. find out
4. pig

5. catch (How many times?)
6. did not like that
7. Wee! Wee! Wee!
8. all the way back (How often?)
9. to the pen (How often?)
10. the pen (How often?)

**Other Practice:**

Compare on blackboard:

Look out  
find out

a pig  
the pig

help  
helped

**Rereading for a Specific Purpose**

The children reread the story silently so they can later read it aloud "to make it sound exciting." Different

children read the conversational parts and another child the descriptive part.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 25.

*Blackboard Game.* YES — NO OR + — EXERCISE

1. Paul saw something coming. . . . . Yes or +
2. He told Uncle Ted what it was. . . . . No or —
3. Patsy said it was a pen. . . . . No or —
4. Paul wanted to help catch the pig. . . . . Yes or +
5. Patsy helped the people catch the pig. . . . . No or —
6. The pig wanted the people to catch him. . . . . No or —
7. The pig said, "Wee! Wee! Wee!" . . . . . Yes or +
8. Paul and Patsy went back to the pen too. . . . . Yes or +

#### B. RELATED CLASSROOM ACTIVITIES

1. Playing the story in pantomime.
2. Illustrating the story with crayon or paint.

## MORE CARS, pages 50-54

WORD AND PHRASE CARDS 81-88

### Introductory Reading of the Whole Story

Children find the title in the Contents and turn to page 50.

Children read silently to find out, then orally to tell:

1. What Patsy said (4 lines, introducing *upstairs* and *downstairs*. Children can be expected to see *up* and *down* in these words.).
2. The question Paul asked.
3. The questions at the bottom of the page. (Answer them.)
4. What Paul saw then and what he said (3 lines, introducing *Another*. Children can be led to see *other* in *Another*.).
5. What the pig said.
6. What Patsy thought he wanted to do

(introducing *cattle*. Children can be expected to sound *cat tle*.)

7. The exciting parts on the rest of the page.

8. What Paul and Patsy said about the cattle (5 lines).

9. The questions. (Children answer them.)

10. What Uncle Ted said about the other train (3 lines, introducing *sheep*. Children can be expected to sound *sh ee p*.)

11. What Paul said. 12. Uncle Ted's question. 13. Patsy's answer (rest of the page, introducing *wool*).

14. All of page 54.

## Practice Period

### WORD AND PHRASE CARDS

upstairs

cattle

More Cars

Another

sheep

downstairs

another

wool

## New Words:

Page 50. upstairs downstairs Page 51. another cattle

Page 53. sheep wool

Children find in the book and tell (in answer to thought questions whenever possible):

### Page 50.

these cars

some of the pigs

get down (How often?)

upstairs (How often?)

downstairs (How often?)

### Page 51.

another pig

Catch him

into the pen

the cattle

in their pen

Wee! Wee! Wee!

### Page 52.

cattle

many (How many times?)

takes care of them

### Page 53.

another train

sheep train

upstairs and downstairs

### Page 54.

made of wool (How many times?)



Other Practice:

Compare on blackboard:

|             |         |
|-------------|---------|
| more cattle | the pig |
| many cattle | the pen |

Compare cards: Another — another

### Rereading the Story for a Specific Purpose

Children read whole story silently to be able to read it aloud to another class. They may make large illustrations to show, as different children read the different parts to the other class.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 26, 27, and 28.

*Blackboard Game.* The children may play the game of *Is It?* or *Guess* with the words and phrases that give special difficulty. (See page 131 for description of game.)

#### B. RELATED CLASSROOM ACTIVITIES

1. Making a "movie" of the story.
2. Looking at pictures of cattle.
3. Collecting samples of woolen cloth and woolen yarn.
4. Learning something about how wool is made into cloth.

## THE BIG ENGINE TAKES WATER, pages 55-58

### WORD AND PHRASE CARDS 89-98

#### Introductory Reading of the Whole Story

The children find the title in the Contents and turn to page 55.

Children read silently to find out, then orally to tell:

1. The question Uncle Ted asked the children (introducing *water*). 2. Their answer. 3. What they all did then (2 lines, introducing *yard*). 4. What was happening there (rest of page 55).

5. Something else Uncle Ted said about the engine (3 lines on page 56, introducing *needs; something else*. Children can sound *needs* for themselves.). 6. What Paul thinks the engine needs (introducing *coal*. The children can be expected to sound this word for themselves.). 7. What they all said about the train of cars that were coming in. (Rest of page 56.)

8. Another question of Uncle Ted's (introducing *Why*, which can be sounded if the children are told that the *y* says *i*).

9. Paul's answer (3 lines introducing *steam*). 10. What Uncle Ted says the steam does (introducing *pushes and pushes*).

11. What the engineer did then and what he said (3 lines).

12. What the children did. 13. The line above the picture.

14. What the children called as they went away (top of page 58). 15. What Patsy said about Pony Boy (introducing *place*).

16. What Paul said about the rabbits. 17. The rest of the story (introducing *when*, which can be pronounced by the children if they are shown *then*).

## Practice Period

### WORD AND PHRASE CARDS

|       |        |       |                   |
|-------|--------|-------|-------------------|
| water | coal   | place | something else    |
| yard  | Why    | when  | pushes and pushes |
| needs | stea n |       |                   |

## New Words:

Page 55. water yard

Page 56. needs else coal

Page 57. why steam pushes

Page 58. place when

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 55.**

a big engine  
take water  
hurried back  
to the freight yard  
yard  
big black engine  
standing there  
taking water

**Page 57.**

Why  
makes (How often?)  
steam (How often?)  
pushes and pushes  
climbed up

**Page 56.**

needs  
something else  
coal cars  
coal (How often?)  
black cars  
black (How often?)

**Page 58.**

Good-by and thank you  
as they went away  
Let's hurry home  
a place to sleep  
place  
have it all made  
when

**Other Practice:**

Hear and find *y* in *yard*. Recall *you* and *yes*. (Teacher should call attention to fact that *y* sometimes says *ī* as in *many*, *hurry*, *early* and sometimes says *y* as in *yes*).

Hear *wh* in *why*, *when*.

Hear and find *pl* in *place*. Recall *please*, *play*.

Note the root words in *standing* and *taking*. Find *push* in *pushes*.

Compare on blackboard:

black cars — black coal          take — taking

**Rereading for a Specific Purpose**

The children reread silently in order to be able to read the story well. As a final step let different children read

orally the different parts, preferably for an audience that has not heard the story. Other children may show pictures of the engine, coal cars, etc. that they have drawn as the story is read.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 29, 30, and 31.

*Blackboard Game.* The teacher prints all of the words and phrases listed under Practice Period on the blackboard. As she prints the children tell the words. They then play the game of *Is It?* or *Guess*. The teacher makes a note of the words missed by different children, and as a last step lets these children erase the words they previously missed, if they can tell them then.

#### B. RELATED CLASSROOM ACTIVITIES

1. Illustrating the story with crayons or paint.
2. Experimenting with steam, funnel and whirligig to see that steam makes power.
3. Looking at pictures of engines.
4. Discussing other uses of steam, steam boats, whistles, etc.
5. Continuing work on the play train.

## BACK HOME AGAIN, pages 60-62

### *Review Story*

This story introduces no new words. It reviews both the events and vocabulary of Part II. It lends itself admirably to dramatization.

## SILENT READING SEATWORK

*My Practice Book, More Fun For Me.* Exercises 32, 33, and 34.

## SUMMARY OF PHONETIC ELEMENTS IN PART II

Initial sounds: continued recognition of initial sounds in context.

Ending sounds: continued recognition of ending sounds in context.

New consonant sound: *y* as in *yard*, *yes*, *you*.

Combinations of sounds: *ay* as in *day*, *stay*, etc.; *an* as in *ran*, *man*.

Endings: as *es* in *pushes*; *ing* in *taking*.

Continued recognition of small words in larger ones: as *at* in *cattle*; *up* in *upstairs*.

Children are expected to use sounds which have been repeatedly heard and located in words in the primer to pronounce certain new words in Part II of the first reader.

## SUPPLEMENTARY READING

See page 335 for suggestions for supplementary reading materials.

## PART THREE

### PONY BOY AND THE RABBITS

#### ORIENTATION PICTURE CARD 6

In introducing part three, *Pony Boy and the Rabbits*, discuss the picture on page 63 and exchange guesses about what Paul and Patsy will do with the rabbits. The children will no doubt discuss the need of homes for each.

Card 6, *Pets*, should then be discussed freely and the following information stressed:

#### 1. The care of rabbits.

- a.* The rabbit hutch — need for cleanliness, ventilation.
- b.* Rabbits' food — need to provide the same type of food the animal eats in wild state. (Lettuce, grass, cabbage leaves, carrots, etc.)
- c.* Wild and tame rabbits — kinds.
- d.* Rabbit cage at school — need for cleanliness, ventilation, proper food; why rabbits should not be handled much.

#### 2. The care of a pony.

- a.* The pony's barn — need for cleanliness, clean straw for bed, clean stall.
- b.* Food — hay, carrots, a little sugar, apple sometimes, oats, grass; plenty of water; a little rock salt.
- c.* Need for exercise.
- d.* Care of pony's coat of hair — currying, keeping burrs off, etc.
- e.* Caring for the pony's feet.

#### 3. The care and habits of turtles.

- a.* Kinds of turtles.
- b.* Size — some very small; some weigh 100 lbs. or more.
- c.* Water turtles in pools and in bowls and aquarium in school-room — water turtles have to breathe above the water; therefore need for rock in bowl for turtle to stand on.
- d.* How turtle's back protects him.

e. Age of turtle shown in rings on his shell.

f. Food — insects and earthworms in gardens; small bits of raw meat; lettuce and berries.

g. Care of bowl or aquarium — need for filling with more water as water evaporates. (Simple experiment to show evaporation of water would be desirable.)

h. Hibernation of turtles — under ground during season when food is scarce.

i. How they lay their eggs (just under the ground).

Oral Vocabulary to be made meaningful:

|         |        |         |          |
|---------|--------|---------|----------|
| pets    | care   | food    | habits   |
| rabbits | food   | hay     | eating   |
| pony    | eat    | grass   | sleeping |
| dog     | nibble | grain   | play     |
| cat     | sleep  | lettuce |          |
| turtles | play   | carrots |          |
| birds   |        | cabbage |          |
| etc.    |        |         |          |

## FUN WITH FLOPSY AND MOPSY, pages 64-65

### WORD AND PHRASE CARDS 99-105

Introductory Reading, Practice, and Rereading may be combined for this story.

### Introductory Reading of the Whole Story

Children find the title in the Table of Contents and then turn to page 64.

Children read silently to find out, then orally to tell:

1. What Paul said as he ran out into the yard (4 lines).
2. What the children did then (2 lines).
3. What Mother had done with the rabbits (introducing *chicken yard* and *chicken house*).
4. The rest of page 64 (introducing *were eating*).

5. What Paul said about the rabbits. 6. What Patsy said about their noses (introducing *wiggle*, *noses*. Children see and hear *no* in *noses*). 7. What else she said about them (introducing *nibble* and *lettuce*. Children see and hear *let* in *lettuce*). 8. The rest of the page.

## Practice Period

### WORD AND PHRASE CARDS

wiggle  
noses

nibble  
lettuce

chicken yard  
chicken house  
were eating

### New Words:

Page 64. chicken were (eating)

Page 65. wiggle nibble noses lettuce

Children find in the book and tell (in answer to thought questions whenever possible):

### Page 64

into the yard  
Call us  
when the man comes  
put (How many times?)  
in the chicken yard  
in a chicken house  
chicken (How often?)  
were eating  
were

### Page 65

too hungry  
wiggle their noses  
nibble their lettuce  
wiggle  
nibble  
no more lettuce at all  
lettuce

### Other Practice:

Children hear and see *no* in *noses*.

Children hear and see *i* in *wiggle*, *nibble*.

Compare on blackboard: chicken — children



**Rereading for a Specific Purpose**

Children reread the story silently so they can read orally “and make it sound funny.” They read it for another grade to see if they think it is funny.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 35 and 36.

**Blackboard or Card Checking Game**

Write the list of words on the blackboard.

Find the words that begin like *now*. Say them.

Find the words that begin like *there*. Say them.

Find the words that begin like *chair*. Say them.

Find the words that begin like *went*. Say them.

|       |          |        |         |
|-------|----------|--------|---------|
| Then  | children | no     | They    |
| noses | was      | Them   | were    |
| we    | wiggle   | nibble | chicken |
|       |          |        | their   |

**B. RELATED CLASSROOM ACTIVITIES**

1. Enjoying a picture book of Peter Rabbit story. 2. Illustrating the story. 3. Visiting a pet store to see rabbits and find out how to care for them. 4. Keeping a rabbit at school for a few days.

**TAKING CARE OF PONY BOY, pages 66-68****WORD AND PHRASE CARDS 106-109****Introductory Reading of the Whole Story**

Children find title in the Contents and turn to page 66. They discuss the picture on page 67 first.

Children read silently to find out, then orally to tell:

1. What Mother said when Pony Boy came (2 lines).
2. What happened then (3 lines, introducing *tap*, *tap*, and *foot*. Children can sound *tap*).
3. What Uncle Ted said.
4. Three lines that tell what happened then.
5. What Uncle Ted said (3 lines, introducing *much*).
6. The rest of page 66.
7. Uncle Ted's question and the children's answer.
8. What Uncle Ted did then.
9. What Uncle Ted said to Pony Boy (introducing *Watch your step*).
10. All the rest that happened.

### Practice Period

#### WORD AND PHRASE CARDS

tap, tap

foot

much

Watch your step

#### New Words:

Page 66. tap foot much

Page 68. watch

Children find in the book and tell (in answer to thought questions as far as possible):

#### Page 66.

with the pony

tap tap

with his foot

some sugar

must not have

too much

a drink (How often?)

#### Page 68.

into the back yard

a drink of water

How about a little ride

Watch your step

watch

around and around

in the yard

#### Other Practice:

Teacher must watch the pronunciation of *about* and *around*. Call attention to sound of *ou* in *out*.

Compare on blackboard:

some sugar

give

watch your step

the sugar

gave

watch his step

**Rereading for a Specific Purpose**

Reread the story silently to get the sequence of events clearly in mind in order to make a serial picture of them. The children ask the teacher for help with words if necessary. Teacher keeps record of these words and has a short game of recognition of them before letting the children do the exercise on page 69.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 37.

*Blackboard Checking Game.* Play game of *Is It*. Find same words on blackboard and erase.

**B. RELATED CLASSROOM ACTIVITIES**

1. Illustrating the story with crayons or paint. 2. Taking a trip to see a real pony. 3. Learning about the care of a pony.

**FIND THE RIGHT PICTURES, page 69**

The children read the phrase and find the right picture, putting finger on picture.

**A PLACE FOR PONY BOY TO SLEEP**  
**pages 70-73**

**WORD AND PHRASE CARDS 110-111****Introductory Reading of the Whole Story**

Children find title in the Contents and turn to page 70. Children read silently to find out, then orally to tell:

1. What Uncle Ted wanted to do for Pony Boy. His question. 2. Paul's answer (3 lines). 3. What Patsy suggested.

4. The rest of page 70 (introducing *rode*. The children can sound this word.). 5. Where the children rode Pony Boy. (Page 71.) 6. What Paul said.

7. The question Patsy asked of Pony Boy. 8. Pony Boy's answer. 9. What the children said about that. 10. The rest of page 71.

11. What Uncle Ted and the children did then (7 lines, introducing *got something*). (Page 72.) 12. The questions at the bottom of page. (Answer them.) 13. All that happened when they were back at the barn. (All of page 73.)

### Practice Period

#### WORD AND PHRASE CARDS

rode

got something

#### New Words:

Page 70. rode

Page 72. got

Children find in the book and tell (in answer to thought questions as far as possible):

#### Page 70.

a place

a barn (How often?)

Mr. Smith's house

#### Page 71.

rode Pony Boy

a good place

with his foot

some money

#### Page 72.

went (How often?)

got something (How often?)

for him (How often?)

#### Page 73.

were back

made a good bed

began to eat

Compare on blackboard:

get

his barn

ride Pony Boy

got

this barn

rode Pony Boy

**Rereading for a Specific Purpose**

Children reread the story silently to suggest another title for it.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 38 and 39.

*Blackboard Game.* The children are asked to draw a line through the part of each sentence that spoils the sense, and then to read the corrected sentence aloud.

**SENTENCE SENSE**

Pony Boy had to have a place tap tap to sleep.

Paul said that Mr. Smith had back a barn.

The children rode to Mr. Smith's house color.

Mr. Smith not was at home.

The children other rode Pony Boy to the barn.

Pony Boy liked the money barn.

Mr. Smith let Pony Boy stay upstairs.

Uncle Ted and the children got something ice  
for Pony Boy to eat.

They got something coal for him to sleep on.

They made something Pony Boy glad.

**B. RELATED CLASSROOM ACTIVITIES**

1. Acting out different ways of caring for a pony and guessing.
2. Making a chart of pony's food.

**A HOUSE FOR THE RABBITS, pages 74-76****WORD AND PHRASE CARDS 112-114****Introductory Reading of the Whole Story**

Children find title in the Contents and turn to page 74. They read silently to find out, then orally to tell:

1. What else Uncle Ted and the children did before they went home (4 lines). 2. What they did then (4 lines). 3. The two lines above the picture.

4. What Daddy did when he got home. (Page 75. 4 lines, introducing *best*, which the children can sound.) 5. What Daddy said about Uncle Ted. 6. What Paul said about Uncle Ted (introducing *in the world* and noting *uncle* with a small *u*). 7. What Patsy said. 8. The rest of the story. (Page 76.)

**Practice Period****WORD AND PHRASE CARDS**

best

uncle

in the world

**New Words:****Page 74.** (needed)**Page 75.** best world

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 74.**

got (How many times?)  
something else  
some things  
needed  
for the rabbits' house  
for the rabbits  
began to work

**Page 75.**

got home  
very much  
best of all  
very good  
best uncle  
in the world (How often?)

**Page 76.**

got on Pony Boy  
rode him

all around the yard  
back to the barn  
by their side

Hear and find *need* and *ed* in *needed*. Recall *wanted*.

### Rereading for a Specific Purpose

Children reread story silently in order to decide upon illustrations for a booklet of serial pictures. The teacher may list the illustrations on the blackboard as the children suggest them. For example they might be:

1. At the store. 2. On the way home. 3. At work on the rabbit house. 4. Daddy looking at the rabbit house. 5. Daddy looking at Pony Boy. 6. The ride on Pony Boy. 7. On the way back to the barn.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 40, 41, 42, and 43.

#### Blackboard Game

Put a box around the word like the one at the top.

|       |        |      |
|-------|--------|------|
| else  | world  | got  |
| early | walked | get  |
| care  | world  | go   |
| else  | wiggle | got  |
| much  | work   | rode |
| many  | were   | ride |
| more  | work   | ran  |
| much  | want   | rode |
| side  | yard   | him  |
| step  | yes    | his  |
| stay  | yard   | has  |
| side  | you    | him  |

**B. RELATED CLASSROOM ACTIVITIES**

1. Finding other stories about rabbits at library table. Preparing to read them orally to the class later.
2. Making serial pictures of the story either for booklet or movie.

**SILENT READING SEATWORK**

*My Practice Book, More Fun For Me.*

Exercise 44 is a review to follow Part III.

Exercise 45 is a review of Parts I and II.

Exercise 46 is a review of Part III.

Exercise 47 is a review phonic exercise dealing with short and long sounds of *e*, *i* and *a*.

**SUMMARY OF PHONETIC ELEMENTS IN PART III**

Initial sounds: continued recognition of initial sounds in context.

New sounds: *i* as in *wiggle*, *nibble*.

Small words in larger ones: as *let* in *lettuce*, *no* in *noses*, *need* in *needed*.

Children are expected to use the sounds which have been repeatedly heard and located in words in the primer to help them pronounce certain new words in this part of the first reader.

**SUPPLEMENTARY READING**

See pages 335-337 for suggestions for supplementary reading materials.



## PART FOUR

### OFF TO SCHOOL

#### ORIENTATION PICTURE CARD 7

There is no further orientation needed for the beginning of this unit since it starts with familiar experiences already encountered in school. A picture card is, however, provided for clarification of ideas about a roundhouse, discussion of which should accompany the story on page 111.

Page 79.

The children should discuss the picture freely and make a guess as to who the man is with Paul and Patsy and what Paul is carrying in his arms.

### RABBITS TO SCHOOL, page 80

#### WORD AND PHRASE CARDS 115-117

#### Introductory Reading of the Whole Story

Children read silently to find out how the rabbits happened to go to school. Children can be expected to sound *pets* and *came* themselves. The teacher may put these words on the blackboard before asking children to read.

#### Practice Period

#### WORD AND PHRASE CARDS

pets

come

came

Page 80. *New Words:* pets    came

After the silent reading, practice if necessary on:

our rabbits

their pets

take

the next day

took

came

Compare cards: came — come

Hear and find *oo* in *school*. Recall *room*, *soon*.

### Rereading for a Specific Purpose

The children may reread the story orally, different children taking different parts.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 48.

*Blackboard or Card Checking Game.* If more practice seems necessary the teacher may devise a game of matching questions and answers similar to the one for the story "Looking Around," pages 7-8.

## GOOD TIMES IN PATSY'S ROOM, pages 81-85

### WORD AND PHRASE CARDS 118-128

#### Introductory Reading of the Whole Story

Children find title in the Contents and turn to page 81.

Children read silently to find out, then orally to tell:

1. What Patsy said just outside of her room (3 lines).
2. What Patsy said to her teacher (introducing *Miss Burke*, and *brought*).
3. What Miss Burke, the teacher, said.
4. What Patsy said about feeding the rabbits (4 lines on page 82, introducing *give them some*).
5. What she gave them.
6. What else she said about them.
7. What the children liked to do (3 lines).
8. How do you know?
9. The questions Patsy asked (introducing *big story book* and *show* on page 83).
10. Miss Burke's answer (introducing *everything*).
11. The rest of the page. (Discussion of the pictures should follow.)

12. What Uncle Ted thought about what he saw 5 lines on page 84). 13. What their story was about (introducing *turtles*). 14. The names of the turtles (introducing *Poky and Slow*). 15. The story about the turtles (introducing *Sometimes*, which the children can pronounce if they see *Some* and *times* in the word).

16. What Paul did after a while (2 lines at top of page 85). 17. What he said to Uncle Ted. 18. What he said to Patsy (introducing *would*). 19. What Patsy answered (introducing *all morning*). 20. What they all three did then.

### Practice Period

#### WORD AND PHRASE CARDS

|         |                |               |
|---------|----------------|---------------|
| brought | Miss Burke     | Poky and Slow |
| show    | give them some | Sometimes     |
| turtles | big story book | all morning   |
| would   | everything     |               |

### New Words:

Page 81. brought (Miss Burke) Page 82. give

Page 83. show book everything (showed)

Page 84. turtles sometimes (Poky) (Slow)

Page 85. would morning

Children find in the book and tell (in answer to thought questions whenever possible):

#### Page 81.

my room  
first  
You may come in  
her teacher  
brought  
these rabbits  
Their names

#### Page 82.

some lettuce  
very much  
Watch them (How often?)  
wiggle their noses (How often?)

## Page 83.

May I show (How often?)  
 our other pets  
 our big story book  
 Show him everything

## Page 84.

liked (How often?)  
 the pet store  
 had made  
 turtles (How often?)  
 Poky and Slow  
 Sometimes (How often?)

## Page 85.

|                        |             |
|------------------------|-------------|
| Soon it was time       | all morning |
| would like to see them | took        |

Find Miss Burke's name as many times as possible in the story.

Other Practice:

Children hear and find *br* in *brought*.

Hear *oo* in *book*. Recall *look*, *took*.

Compare on the blackboard:

|                |        |            |
|----------------|--------|------------|
| give them some | show   | he brought |
| gave them some | showed | We brought |

### Rereading for a Specific Purpose

Children reread entire story orally in parts, and then dramatize it.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 49, 50, 51.

*Blackboard Game.* The game of *Guess* or *Is It* (as suggested on page 131) may be played with the words in this

story. The words and phrases of the whole story might be confusing to the children. Use those for each page by themselves.

## B. RELATED CLASSROOM ACTIVITIES

1. Making a pet store at school.
2. Buying a pet turtle for schoolroom. Feeding and caring for the turtle.
3. Making up stories about the turtle and reading them.

## GOOD TIMES IN PAUL'S ROOM, pages 86-89

WORD AND PHRASE CARDS 129-132

### Introductory Reading of the Whole Story

Children find the title in the Contents and turn to page 86. They read silently to find out, then orally to tell:

1. How Paul introduced Uncle Ted.
2. What Miss Lee said to him (introducing *Miss Lee*).
3. What Paul said about the rabbits (6 lines).
4. Four things the children did then (6 lines).

5. Paul's question (at the top of page 87).
6. Miss Lee's answer.
7. The rest of the page. (Discussion of pictures to follow.)

8. What Paul wanted Uncle Ted to do (Page 88).
9. What Miss Lee said to Uncle Ted.
10. Whether or not Uncle Ted did as they asked.
11. The question Miss Lee asked the children.
12. Paul's answer (4 lines).
13. Miss Lee's suggestion to Paul and what Paul said (3 lines).
14. Miss Lee's question and Jack's answer.
15. What Jack did then (2 lines under the picture).

16. What the book had in it (introducing *stories*. Teacher may print *story* and change it to *stories*).
17. The rest of the page (introducing *wings* which the children can sound, and *read*, past tense).

## Practice Period

## WORD AND PHRASE CARDS

|          |         |       |      |
|----------|---------|-------|------|
| Miss Lee | stories | wings | read |
|----------|---------|-------|------|

*New Words:*

Page 86. Miss Lee (watched)

Page 89. stories wings read (past tense)

Children find in the book and tell (in answer to thought questions whenever possible):

## Page 86.

my Uncle Ted  
to his teacher  
Good morning  
brought (How often?)  
this very box  
all morning  
clapped and clapped  
came up to see  
watched them (How often?)

## Page 87.

May I show?  
All of our things  
showed (How often?)  
everything (How often?)  
some of the things

## Page 88.

watch us work  
watched the children work  
Who has something  
Perhaps  
said that he would  
would  
I have

## Page 89.

his story book  
many stories  
a little white rabbit  
red wings  
read (past tense)

## Other Practice:

Compare on the blackboard:

|         |        |        |              |
|---------|--------|--------|--------------|
| watch   | stay   | show   | Good morning |
| watched | stayed | showed | all morning  |

Find *st* in *stories, stay*. Recall *stop, stand*.

**Rereading for a Specific Purpose**

Children reread orally for an audience. Different children take the speaking parts and another child reads the descriptive parts.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 52, 53, 54.

*Blackboard Game.* Sorting Words and Phrases.

Which words tell something about the rabbits?

Which words tell something about Uncle Ted?

Which words tell something about Jack's story book?

Which words tell something about the children in Miss Lee's room?

clapped and clapped  
 came in a box  
 stayed and watched the children work  
 had many stories in it  
 asked her to read a story  
 brought Patsy and Paul a pony  
 wiggle their noses  
 liked the pictures  
 had a story about a little rabbit  
 nibble their lettuce

**B. RELATED CLASSROOM ACTIVITIES**

The pictures on page 87 may suggest similar activities for the children's own classroom.

## THE RABBIT WHO WANTED WINGS

pages 92-102

WORD AND PHRASE CARDS 133-156

The story may be broken into parts for slow-moving groups. Possible divisions are indicated below. The children's interest in the story, as well as the large amount of repetition in it should make it possible for average and fast-moving groups to cover all the suggested material in the Introductory Reading in one lesson. The teacher may read portions of it herself in the introductory reading.

**Introductory Reading of the Whole Story**

Children read silently to find out, then orally to tell:

**Pages 92-95.**

1. What the story is about (2 lines). 2. Three reasons why the little rabbit should have been happy (introducing *long*, *could*, and *someone*). 3. The rest of page 92 (introducing *happy*).

4. What the little rabbit would say to his mother when Frisky Squirrel went by (introducing *would say*, *wish*, a *long tail*. Teacher may read this part herself the first time.). 5. What his mother would say to him (introducing *talk*). 6. What he would say when Mrs. Puddle Duck went by (introducing *Mrs. Puddle Duck*, *feet*). (Page 94)

7. What he would say when Mrs. Speckle-Hen went by (introducing *Mrs. Speckle-Hen*, *feathers*). (Page 95)

8. What his mother would say to him then.

**Pages 96-98.**

1. Four very sad lines (introducing *wished*).

2. Who heard him wishing (introducing *Mr. Brown Owl*, *heard*).

3. What Mr. Brown Owl said (introducing *Wishing Pond*).



4. Whether or not the little rabbit took his advice.
5. What he saw at the Wishing Pond (introducing *little red bird*).
6. What he said to the bird. (Page 97)
7. The queer thing that happened (4 lines, introducing *felt*, and *queer*).
8. The rest of the page.
9. What the little rabbit said to himself. (Page 98)
10. What he did then.
11. Something very sad (2 lines).
12. What Mother Rabbit said to him (5 lines).
13. What the little rabbit had to do then (4 lines).
14. The last two lines (introducing *hopped*, *until*).

### Pages 99-102.

1. The page that tells all that happened until he came to Mrs. Puddle Duck's house.
2. The page that tells what happened at Mrs. Puddle Duck's house. (Page 100)
3. What happened at Mrs. Speckle-Hen's house (4 lines).
4. How he felt by this time (introducing *tired*, which can be sounded).
5. The rest of the page.
6. The rest of the story (introducing *never*). (Page 102)

### Practice Period

#### WORD AND PHRASE CARDS

|          |         |                  |
|----------|---------|------------------|
| could    | heard   | would say        |
| long     | wishing | a long tail      |
| happy    | felt    | Mrs. Puddle Duck |
| someone  | queer   | Mrs. Speckle-Hen |
| wish     | hopped  | Mr. Brown Owl    |
| talk     | until   | Wishing Pond     |
| feet     | tired   | little red bird  |
| feathers | never   |                  |
| wished   |         |                  |

### Pages 92-95.

#### New Words:

Page 92. could long happy someone

Page 93. say wish tail talk

Page 94. feet (Mrs. Puddle Duck)

Page 95. feet (Mrs. Speckle-Hen)

Children find in the book and tell (in answer to thought questions whenever possible):

Page 92.

could play  
all day long  
if he wanted to  
He had (How often?)  
someone else

Page 93.

Frisky Squirrel (How often?)  
went by  
would say (How often?)  
a long tail (How often?)  
should not have

Page 94.

would say (How often?)  
Mrs. Puddle Duck  
wish (How often?)  
feet (How often?)

Page 95.

Don't talk like that  
pretty feathers (How often?)  
Mrs. Speckle-Hen  
should not have (How often?)

Three words that tell the kind of rabbit the story was about. (*pretty, little, white*)

Two parts that tell what the little rabbit had when the story began. (*a good home, a good mother*)

Pages 96-98.

*New Words:*

Page 96. pond bird heard

(Mr. Brown Owl) (wished) (wishing)

Page 97. felt queer

Page 98. hopped until

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 96.**

would not be  
happy  
wished (How often?)  
all the time  
heard  
why  
look in the water  
get your wish  
little red bird  
bird  
getting a drink  
Wishing Pond

**Page 97.**

red wings  
that little red bird  
felt something queer  
on his back  
looked around  
two pretty red wings  
so happy

**Page 98.**

away he went  
as fast as he could go  
when he got home  
look like a bird  
go away  
another place  
hopped  
until

**Other Practice:**

Hear and find *q* in *queer*.      Hear and find *ing* in *wings*.  
Hear and find *get* in *getting*.      Hear and find *op* in *hopped*.

Compare cards:      Compare on blackboard:

|         |                     |
|---------|---------------------|
| wish    | to the Wishing Pond |
| wished  | of the Wishing Pond |
| wishing |                     |

**Page 99-102.****New Words:**

**Page 101.** tired (hop)

**Page 102.** never

Children find in the book and tell (in answer to thought questions whenever possible):

**Pages 99-100.**

You know me  
let me sleep  
red wings  
look like  
hopped

**Page 101.**

made him go away  
so tired  
look so queer  
could hop no more  
these red wings

**Page 102**

off went  
hopped home  
as fast as he could  
felt very happy

never (How many times?)  
wished to be  
someone else

**Rereading for a Specific Purpose**

The children reread the story silently in order to get the sequence of events clearly in mind before they dramatize it according to directions on pages 103-105. They may also make up another name for the story.

***Individual and Group Activities*****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 55, 56, 57, 59.

*Blackboard or Card Checking Game.* If additional vocabulary practice is needed, the difficult phrases and words of the story may be reviewed through the use of the games *Is It* or *Guess*, using only the words of a part of the story at one time.

## B. RELATED CLASSROOM ACTIVITIES

1. Making a puppet show of the story.
2. Making a series of pictures showing the events of the story. These pictures may be used for a movie.

**THE NEWSPAPER, pages 107-108**

## WORD AND PHRASE CARDS 157-158

Introductory Reading, Practice and Rereading can be combined for this story.

**Introductory Reading of the Whole Story**

Children find the title in the Contents and turn to page 107. They then read silently to find out, and orally to tell:

1. The first five lines (introducing *newspaper*. Children can be expected to find *news* and *paper* in *newspaper*).
2. What the *I B Newspaper* says. (The teacher should supply words such as *March*, *company*, *weather*, *fair*, *warm*, if children cannot get them from context, or have not learned them through their use in classroom activities.)
3. What Uncle Ted did while he was in the room (introducing *new* by finding it in *newspaper*).

**Practice Period**

## WORD AND PHRASE CARDS

newspaper      new

**New Words:**

Page 107. newspaper

Page 108. new

The children are not to be held responsible for the unusual words in the newspaper. Most of the children should be able to read it without much difficulty.

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 107.**

our newspaper  
their newspaper

everything they did  
from their new books  
heard the children read  
their new books

**Page 108.**

watched (How often?)  
for a long time

**Rereading for a Specific Purpose**

Children reread the *1 B Newspaper* silently to find out how many different things it tells about:

The weather

The train

The company

Jack's story book

Pony Boy's promised visit

and the story he read from it.

They also read page 108 silently to find out:

What Uncle Ted watched them do (*write a letter to the bus man, paint and draw*).

What he heard them do (*read from their new books*).

Two things he did last (*said good-by, went away*).

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 60.

*Blackboard Game.* If the teacher writes on the blackboard the items listed under "Rereading for a Specific Purpose," extra practice may be given by having children reread before erasing.

**B. RELATED CLASSROOM ACTIVITIES**

If a daily newspaper or bulletin board has not been previously a part of the classroom work, this story will probably suggest it to the children.

**OTHER SURPRISES, pages 109-110****WORD AND PHRASE CARDS 159-161**

Introductory Reading, Practice, and Rereading may be combined for this story.

**Introductory Reading of the Whole Story**

Again the children find the title in the Contents and then read silently to find out and orally to tell:

1. What the other surprises were (all of page 109, introducing *each* and *spotted*).
2. What Paul and Patsy did with their new books (all of page 110).

**Practice Period****WORD AND PHRASE CARDS**

each

engines

spotted

***New Words:***

Page 109. each spotted

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 109.**

Other Surprises  
When  
that night  
He gave (How often?)  
each of them  
each  
a book  
There was  
best

**Page 110.**

took  
their books  
the next day  
read (How often?)  
the engine  
the spotted pony

Other Practice:

Compare on blackboard:

other — another

read a story — read the story — read the one

### Rereading for a Specific Purpose

Children reread the story silently in order to make another title for it.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 61, 62.

#### Blackboard Game

Matching questions with answers on the blackboard.

#### THE QUESTIONS

When did the surprises come?  
Who brought the surprises?  
What was Paul's book about?  
What was Paul's story about?  
When did Paul and Patsy take  
their books to school?

#### THE ANSWERS

engines  
trains  
the spotted pony  
Uncle Ted  
the next day  
that night

#### B. RELATED CLASSROOM ACTIVITIES

Making a book about trains.

### THE NOISY SWITCH ENGINE, pages 111-119

#### WORD AND PHRASE CARDS 162-179

The Orientation Card No. 7, *The Roundhouse*, should be used with the story "The Noisy Switch Engine."

The children should discuss the picture freely.



They should learn:

1. What the roundhouse is for.
2. How the engines get in and out.
3. How cars are switched from one track to another. Why they have to be switched.
4. The signals that are used to tell how to get the engines and cars safely in and out of the yards.
5. What has to be done to the engines and to the cars before they leave the yards.
6. That a new kind of building will probably be needed for the new streamline trains.

### Introductory Reading of the Whole Story

Children use the Contents as before. They notice that this story has two titles and decide which is the best one and why.

They read silently to find out, then orally to tell:

1. The first three lines that tell where the noisy little switch engine worked (introducing *noisy*, *switch*. Children's attention may be called to *oi* in *noisy* and *it* in *switch* so they can pronounce the words.).
2. The rest of the page that tells more about the switch engine's work (introducing *pushed*. The children have had *pushes*.).
3. The part above each picture on page 112 (introducing *bang*).
4. Three lines that tell how long the engine worked.
5. What happened then (4 lines introducing *shiny*, which the children can be expected to sound).

6. What the noisy little switch engine did then. (Page 114, introducing *roundhouse*, *waited*, and *waiting*. The children should see *house* in *roundhouse*.).

7. What exciting thing happened one night (4 lines on page 115).
8. What someone called (4 lines, introducing *wreck*, *mountain*, *wrecking*).
9. What the little old engine thought (introducing *old*).
10. Whether things turned out that way (3 lines).
11. What the little old switch engine did then.

12. Another exciting part (page 117, introducing *rattle*, *rattle*; *puff*, *puff*; *talking*).
13. What someone suggested then

(3 lines). 14. All of the conversation about getting an engine (8 lines).

15. What the little engine said to itself (4 lines, introducing *rattled*, *puffed*, *I'll*). 16. What it did then (rest of page).

17. The rest of the story, page 119.

## Practice Period

### WORD AND PHRASE CARDS

|        |          |                |
|--------|----------|----------------|
| noisy  | waiting  | I'll           |
| switch | wreck    | puffed         |
| pushed | mountain | rattled        |
| bang   | wrecking | roundhouse     |
| shiny  | old      | rattle, rattle |
| waited | talking  | puff, puff     |

### New Words:

Page 111. noisy switch (pushed) Page 112. bang

Page 113. shiny Page 114. roundhouse waited (waiting)

Page 115. wreck mountain (wrecking) Page 116. old

Page 117. rattle puff (talking) Page 118. I'll (rattled) (puffed)

The story may be divided for practice if desired, as indicated below. Children find in the book and tell (in answer to thought questions whenever possible):

### Page 111.

a noisy little switch engine  
worked  
in a big freight yard  
never stopped working  
It pushed (How often?)  
here and there  
all around the freight yard

### Page 112.

Sometimes  
pushed them (How many  
times?)  
bang  
into each other  
into a big engine

**Page 113**

day after day  
 worked (How often?)  
 for a long time  
 shiny wheels  
 came  
 to do the work

**Other Practice:**

Note *oi* in *noisy*. Make other *oi* words. Children will probably suggest *boy* and can learn that *oi* and *oy* say the same thing.

Compare on blackboard:

wait — waited — waiting  
 want — wanted — wanting

**Page 115.**

Then one night  
 the freight yard  
 noisy as it could be  
 here and there  
 A wreck  
 on the mountain  
 wrecking car  
 someone  
 the best engine

**Page 117.**

heard  
 rattle, rattle  
 puff, puff  
 people talking  
 to each other

**Page 114**

had to stay  
 in the roundhouse  
 someone  
 waited (How often?)  
 waiting

**Page 116.**

Perhaps  
 the little old switch engine  
 But they did not  
 take  
 took  
 the new switch engine  
 shiny wheels  
 waited (How often?)

**Page 118.**

another engine  
 Number 28  
 in the roundhouse  
 if you want it  
 not good for much  
 the first man  
 the second man  
 I'll  
 bang it went

## Page 119.

|                      |                     |
|----------------------|---------------------|
| Away went            | pushed (How often?) |
| came to the mountain | wrecking car        |
|                      | felt happy          |

Other Practice:

Find *puff*, *rattle*, in *puffed*, *rattled*. Find *talk* in *talking*.  
Find *wait* in *waited* and in *waiting*.

Compare on blackboard:

|                   |                 |
|-------------------|-----------------|
| new switch engine | to the mountain |
| old switch engine | up the mountain |

### Rereading for a Specific Purpose

The children reread the story to be able to read it to another class. Different children may read different parts.

### Individual and Group Activities

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 63, 64, 65.

*Blackboard or Card Checking Game.* The teacher prints the sentences on the blackboard. The children read silently. When they come to a blank, they find the word or phrase either on the blackboard or on cards which the teacher has prepared.

#### SENTENCES

#### ANSWERS

- |                                      |              |
|--------------------------------------|--------------|
| 1. The noisy little . . . . . engine | switch       |
| worked in a big . . . . .            | freight yard |
| It . . . . . the cars around.        | pushed       |
| The cars went . . . . . into         | bang         |
| . . . . .                            | each other   |
| The little engine worked . . . . .   | day          |
| after . . . . .                      |              |

## SENTENCES

## ANSWERS

2. One day a ..... switch engine new  
came.  
Then the little ..... switch en- old  
gine stayed ..... in the roundhouse  
It ..... and ..... and waited  
.....  
One night there was a ..... on wreck  
the ..... mountain
3. The people wanted the ..... en- best  
gine in the yard.  
They did not take the little ..... old  
switch engine.  
They took the ..... engine new  
with the ..... wheels. shiny
4. Soon the people came back.  
They wanted ..... engine. another  
They ..... the little old took  
engine.  
It helped the new engine push the wrecking  
..... car ..... up the mountain  
Then it was ..... again. happy

## B. RELATED CLASSROOM ACTIVITIES

Making a movie, play, or puppet show of the story.

**WHICH IS RIGHT? page 120**

This is a multiple choice check on the vocabulary and thought of the engine story.

## THE SPOTTED PONY, pages 121-127

## WORD AND PHRASE CARDS 180-194

## Introductory Reading of the Whole Story

After finding the title in the Contents and turning to page 121, the children read silently to find out, then orally to tell:

1. What kind of pony Dobbin is (page 121, introducing *Dobbin*, *string*. Children should see and hear *in* in *Dobbin*; *ing* in *string*.).

2. What was the matter with Dobbin when the story began (page 122, introducing *somewhere*. Children should see *some* and *where* in *somewhere*.).

3. What he said to Big White Cat (4 lines, introducing *Big White Cat*). 4. What Big White Cat said to him (introducing *Nobody*). 5. Dobbin's answer. 6. Big White Cat's reply. 7. What happened then (rest of page 123, introducing *good hard push*; *Bumpety-bump*).

8. What happened on the walk (4 lines, introducing *walk* used as a noun and *faster*. Children already have had *walked* and *fast*). 9. What Brown Puppy did (rest of page 124, introducing *garden gate*).

10. Six very exciting lines (introducing *flower beds*).

11. What he said (introducing *jump over*).

12. The rest of the story (introducing *bumped* and *word*).

## Practice Period

## WORD AND PHRASE CARDS

|        |               |                |
|--------|---------------|----------------|
| Dobbin | bumped        | good hard push |
| string | nobody        | Bumpety bump   |
| Nobody | word          | garden gate    |
| walk   | somewhere     | flower beds    |
| faster | Big White Cat | jump over      |

*New Words:*

Page 121. string Dobbin

Page 122. most somewhere

Page 123. cat nobody hard bumpety bump (push)

Page 124. garden (walk) (faster) Page 125. flower jumped over

Page 126. (bumped)

Page 127. word

**Pages 121-124.**

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 121.**

This story  
Dobbin  
very, very good  
spotted pony  
wheels for feet  
string for a tail

**Page 122.**

out on the porch  
had put him  
very well  
most of the time  
not this time  
tired of the porch  
somewhere else

**Page 123.**

I am tired  
this old porch  
Big White Cat  
Nobody (How many times?)  
be off  
a good hard push  
Down the steps  
Bumpety bump

**Page 124.**

where the steps stopped  
down the walk  
faster and faster and faster  
Brown Puppy  
the garden gate  
a push  
could get through

**Other Practice:**

On page 121 find little words that you can hear in larger words. (*string, Dobbin, about, funny, spotted.* On in *pony* would be incorrect because the word is not pronounced that way.)

On page 122 do the same. (*began, wanted, somewhere*)

On page 123 do the same. (*standing, cat, going, Nobody*)

### Pages 125-127.

Children find in the book and tell (in answer to thought questions whenever possible):

#### Page 125.

down the garden walk  
Bumpety bump  
The flower beds  
The garden wall  
I'll jump  
over the wall  
over into the road

#### Page 127.

my spotted pony  
when  
Who  
a word  
nobody (How many times beginning with small *n*?)  
Big White Cat

#### Page 126.

dear me  
Dear me  
too late to jump  
got there too soon  
bumped (How often?)  
so hard  
one of his wheels came off  
came off  
very funny  
very queer  
what a wreck

#### Other Practice:

Children hear and find *ow* in *flower*. Recall *now, down*.

Children hear and find *ump* in *jump*, and *bump*. Make other *ump* words. Children hear and find *v* in *over*.

Compare on blackboard:

the garden wall — the garden walk

How many *ing* words in the whole story? What are they? (*standing, coming, string*)

#### Rereading for a Specific Purpose

The children reread the story silently in order to be able



to read it to the kindergarten or beginning first grade children. They practice reading it orally also to make it "sound interesting." They then read it to the other class.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 66, 67, 68.

*Blackboard Game.* The children may plan scenes to illustrate the story in sequence. The teacher may write the plans on the blackboard. Children may read and tell parts before erasing.

#### EXAMPLE OF POSSIBLE BLACKBOARD PLAN

##### PLAN FOR THE PICTURES

1. A picture of Dobbin  
     He must have wheels for feet  
     and string for a tail.  
     He should be out on the porch.
2. A picture of Dobbin talking to Big White Cat.
3. Big White Cat pushing Dobbin down the steps.
4. Dobbin going down the walk. Brown Puppy pushing the garden gate.
5. Dobbin going by the flower beds. The garden wall.
6. Dobbin bumping into the garden wall.
7. Jack looking for Dobbin. Big White Cat.

#### B. RELATED CLASSROOM ACTIVITIES

1. Making a spotted pony out of a carpenter's horse, excelsior, cloth or paper, and rope to use in playing the story.
2. Making garden scenery: wall, walk, gate, flower beds, etc.
3. Planning and giving a puppet show of this story. (Use simple cardboard figures fastened on lathes and moved as the children walk behind the screen.)

## SUMMARY OF PHONETIC EMBLEMS IN PART IV

Initial sounds: continued recognition of initial sounds in words in context.

New sounds: *q, br, oi, oy, ow*.

Particular attention to endings: such as *es, ed, ing*.

Small words in larger ones: as *be* in *began*, *no* in *nobody*, etc.

Children are expected to use the sounds which have been repeatedly heard and located in words before this time to pronounce certain new words in Part IV of the first reader.

## PART FIVE

### MAKING A GARDEN

#### ORIENTATION CARD No. 8

Along with the introduction of Part V and the discussion of the picture on page 129, the Orientation Card No. 8, *A Pretty Garden*, should be used with the group. The discussion may bring out the following points:

1. The purpose of a bird bath.
2. Different kinds of birds that come to a garden.
3. Why bird houses are not all alike.
4. Different kinds of garden flowers and plants.
5. Need of light, air, and water for plants and flowers. Why do they grow better in the greenhouse in cold weather?
6. How some plants and flowers are grown from seeds, others from bulbs or from slips taken from other plants.
7. Garden friends and enemies.

The following words and phrases related to gardening should be made a part of each child's spoken vocabulary:

|                  |             |              |
|------------------|-------------|--------------|
| springtime       | plants grow | tools        |
| flower garden    | seeds grow  | hoe          |
| vegetable garden | leaves      | rake         |
| plant (noun)     | blossoms    | watering can |
| plant (verb)     | fruits      | birds        |
|                  |             | insects      |

#### PLANS FOR THE GARDEN, pages 130-132

##### WORD AND PHRASE CARDS 195-198

Introductory Reading, Practice, and Rereading can probably be combined for this story.

**Introductory Reading of the Whole Story**

After finding the title in the Contents and turning to page 130, the children read silently to find out, then orally to tell:

1. What Paul said to Miss Lee one morning (5 lines, introducing *Miss Smith's room*).
2. Miss Lee's answer (3 lines).
3. What the children did then (rest of page 130).
4. The plans the children made (6 lines, introducing *plant, tools*. Children should be able to sound both words for themselves.).
5. The part above each row of pictures. (Discussion of pictures to follow.)
6. The rest of the story (introducing *sticks*).

**Practice Period**

## WORD AND PHRASE CARDS

plant  
tools

sticks  
Miss Smith's room

**New Words:****Page 131.** plant tools**Page 132.** sticks

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 130.** one morning

Miss Smith's room  
Why not?  
Let's go back  
went back  
talk about it  
to make plans

**Page 131.** a flower garden

the flowers they would plant  
the tools they would need  
(How often?)

**Page 132.**

outside (How often?)  
a good place (How often?)  
sticks and string (How often?)  
find  
found

Hear and find *st* in *sticks*. Recall *stay, stand, stop, story*.  
Hear and find *str* and *ing* in *string*

**Rereading for a Specific Purpose**

The children reread the story silently to see how it could be divided into parts. For example:

*Part I.* What happened in the yard before school began.

*Part II.* The plans the children made when they got back to their room.

*Part III.* Outside again, finding a place for the garden.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercise 69.

*Blackboard or Card Checking Game*

Questions may be printed on cards or on the blackboard. Children read silently and answer.

1. What did the first-grade children see the children in Miss Smith's room doing?
2. What did Miss Lee say to them?
3. Where did they go then?
4. What did they do inside?
5. Then what did they do outside?

**B. RELATED CLASSROOM ACTIVITIES**

1. A visit to a garden or a flower store.
2. Planning for a school garden plot outside or a flower store in the classroom.
3. Making a flower booklet (using crayons or cutting pictures from seed catalogue).
4. Drawing garden tools.

**AT WORK IN THE GARDEN, pages 133-134****WORD CARD 199**

Introductory Reading, Practice, and Rereading can be combined for this story.

**Introductory Reading of the Whole Story**

After finding the title in the Contents and turning to page 133, the children read silently to find out, then orally to tell:

1. What the children did the next morning (5 lines, introducing *seeds* which the children can sound. They should recognize *see* in *seeds*.) 2. The line above the pictures. (Discussion of pictures to follow.)

3. What happened in the garden that made the children happy. (All of page 134.)

**Practice Period**

## WORD CARD

seeds

**New Word:**

Page 133. seeds

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 133.**

The next morning  
brought (How often?)  
flower seeds  
Some of them  
tools  
worked very hard

**Page 134.**

Most of the seeds  
began to grow  
The little plants  
began to come up  
were then

**Rereading for a Specific Purpose**

The children reread in order to be able to tell:

1. Three things the children did.
2. Two things that happened in the garden.

*Individual and Group Activities*

A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 70.

*Blackboard or Card Checking Game*

1. What words in the story begin like *they?* (*the, then*)
2. What word begins like *worked?* (*were*)
3. What words have little words inside of them? (*seeds, began, tools, doing*).

B. RELATED CLASSROOM ACTIVITIES

Begin work on flower garden, flower shop, or window box.

**THE BIRD BATH, pages 135-136**

WORD AND PHRASE CARDS 200-203

Introductory Reading, Practice, and Rereading can probably be combined for this story.

**Introductory Reading of the Whole Story**

After finding the title in the Contents and turning to page 135, the children read the whole story silently to find out how the bird bath was made. The only new words in the story are *bath, rocks, everywhere*. The children should be able to sound the first two words for themselves. They should be helped to see *where* in *everywhere*.

**Practice Period**

WORD AND PHRASE CARDS

rocks

a bird bath

The Bird Bath

everywhere

*New Words:*

Page 135. bath rocks everywhere

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 135.**

bird bath (How often?)  
the people next door  
made out of rocks  
rocks (How often?)  
Perhaps  
would be glad  
helped them  
looked everywhere

**Page 136.**

many, many rocks  
worked very hard  
watched them work  
were glad  
over and over again

Compare cards: The Bird Bath — a bird bath.

**Rereading for a Specific Purpose**

The children reread silently to find out the parts they could draw to make a serial picture of the story.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 71, 72, and 73.

**Blackboard Game**

What words belong in the blanks?

Paul wanted a ..... for the garden.

big boy

bird seed

bird bath

He said the people ..... had one.

next day

next door

next time

Some of the children went to .....  
room.

Miss Burke's

Miss Lee's

Miss Smith's



The big boys said they ..... the bird bath.  
                   wanted                    would                    wished

The first-grade children helped find .....  
                   the roof                    the rocks                    the room

It took ..... rocks.  
                   much                    many                    mother

The big boys ..... hard.  
                   waited                    watched                    worked

The children ..... so glad when the bird bath was ready.

                  went                    were                    want

They said ..... over and over again.

                  good-by                    Thank you                    Come again

### Other Practice:

Note *b*'s in *bird*, *bath*, *big*, *boys*. Find *every* and *where* in *everywhere*. Note that *ck* in *rock* says the same as *k* in *turkey* or hard *c* in *can*.

### B. RELATED CLASSROOM ACTIVITIES

1. Continuation of work on group activity already begun.
2. Illustrating the parts of the story.

## FRIEND BLUEBIRD, pages 137-140

WORD AND PHRASE CARDS 204-208

### Introductory Reading of the Whole Story

The children find the title in the Contents and turn to page 137. The title introduces two new words, *Friend* and *Bluebird*.

The children read silently to find out, then orally to tell:

1. What Paul said when he saw the bluebird at the bird bath (4 lines).
2. Four things the bluebird did. (Rest of page, introducing *splash* which the children can be expected to sound.)
3. What Paul suggested (4 lines).
4. What Miss Lee said (4 lines).
5. How Paul and another boy got help (2 lines).
6. What the big boys said and did. (Rest of page.)
7. What the big boys did one morning (5 lines).
8. What Paul and the other children said (introducing *bring* which the children should be able to sound).
9. Eight lines that tell about the color of the bird house.
10. What the children did with the bird house. (Rest of page 140, introducing *sign*.)

### Practice Period

#### WORD AND PHRASE CARDS

splash  
splashed

bring

sign  
Friend Bluebird

### New Words:

Page 137. bluebird friend splash (splashed)

Page 139. bring Page 140. sign

Children find in the book and tell (in answer to thought questions whenever possible):

#### Page 137.

|                            |                           |
|----------------------------|---------------------------|
| Friend Bluebird            | to the other (How often?) |
| a bluebird                 | splash (How often?)       |
| the bluebird               | splashed                  |
| hopped (How often?)        | until                     |
| drink of water             | were                      |
| from one side (How often?) | all shiny with water      |

**Page 138.**

a bird house (How often?)  
 our friends  
 a garden friend  
 another boy  
 bluebirds (How often?)  
 Two of them  
 right away

**Page 139.**

brought  
 what color  
 bring some paint  
 bring  
 the other children

**Page 140.**

pretty  
 a good color  
 It should be  
 painted  
 sign

**Other Practice:**

Hear and find *br* and *ing* in *bring*. Hear and find *i* in *sign*.  
 What letter is silent? (*g*) Note *b*'s in *bluebird*, *bird bath*.

Compare on blackboard:

splash

Let us paint it

splashed

We will paint it

Review color names: *red*, *green*, *brown*, *black*, *white*, *blue*.

**Rereading for a Specific Purpose**

Children reread silently and then orally:

1. The conversational parts (in order to make them sound like talking). 2. The part that told how the bluebird acted when it took a drink. 3. Three different parts that told something the big boys did.

**Individual and Group Activities****A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 74 and 75.

*Blackboard Game.* Directions are printed by the teacher on the blackboard.

Children read and do what the directions say.

1. Play that you are the bluebird.  
Play that a chair is the bird bath.  
Do all of the things the bluebird did at the bird bath.
2. Tell what Miss Lee said about the bluebird.
3. Tell what Paul and another boy did then.
4. Tell what the children said about painting the bird house.
5. Tell about the sign on the bird house.

#### B. RELATED CLASSROOM ACTIVITIES

1. Enjoying pictures of common birds.
2. Learning about the habits, food, and song of the bluebird.
3. Putting up a bird house in the school yard if possible.

### MAKING THE NEST, pages 141-143

#### WORD AND PHRASE CARDS 209-212

#### Introductory Reading of the Whole Story

The children find the title in the Contents and turn to page 141. The title introduces *Nest*.

The children read silently to find out, then orally to tell:

1. What exciting thing happened early one morning. (All of page 141, introducing *straw* which the children should be able to sound if told what *aw* says.)
2. What Paul said about the bluebird friends (5 lines).
3. What Miss Lee said (3 lines).
4. What the children saw them do. (Rest of page 142.)
5. What the children did about the sign. (Page 143 introducing *the old sign*, a *new sign*.)

#### Practice Period

#### WORD AND PHRASE CARDS

Making the Nest  
straw

a new sign  
the old sign

**New Words:**

Page 141. nest straw

Children find in the book and tell (in answer to thought questions whenever possible):

Page 141.

Making the Nest  
Early one morning  
hurried out

Page 143.

are going to stay  
in our bird house  
take down  
the old sign  
a new one  
took down  
one of them  
a new sign

Page 142.

Our bluebird friends  
our bird house  
Mother Bluebird  
some straw  
what else  
for a long time  
some more straw  
some little sticks  
some string  
a pretty feather

Children hear and find *aw* in *saw* and *straw*. Make other *aw* words. Also find *str* in *straw*. Recall *string*.

Compare on blackboard:

|           |            |
|-----------|------------|
| take down | a new one  |
| took down | a new sign |

**Rereading for a Specific Purpose**

Children reread the story silently and then orally to find out how many scenes there would be if you made a play or pictures of the story. They then plan the parts and tell the teacher what to write. For example:

1. In the first-grade room.

The children call Miss Lee to come out and see something.

## 2. In the yard.

The children and Miss Lee watch the bluebirds make a nest in the bird house.

## 3. In the yard.

Taking down the old sign.

Making a new one and putting it up.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 76.

*Blackboard Game.* Finding phrases and words in answer to thought questions from plan described under *Rereading for a Specific Purpose*. Rereading plans as a whole. Erasing words and phrases called for by the teacher until all are erased.

## B. RELATED CLASSROOM ACTIVITIES

Illustrating the story with crayons or paint.

**A HOME FOR POKY AND SLOW, page 144**

## NO NEW CARDS

Introductory Reading, Practice, and Rereading can be combined for this short story. The children first read silently to find out all about how Poky and Slow came to live in the garden.

There are no new words on this page.

The children may find in the book and tell (in answer to thought questions whenever possible):

Let's bring

Poky and Slow (How often?)

a turtle

went to stay

for them to stay

their Wishing Pond

stayed in it

most of the time

Different children may then read the page orally. They may discuss the appropriateness of the title.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 77.

*Blackboard or Card Checking Game.*

None will probably be necessary.

#### B. RELATED CLASSROOM ACTIVITIES

Seeing a real turtle if possible and learning more about its habits, foods, etc.

## THE FLOWER STORE, pages 145-146

### NO NEW CARDS

Introductory Reading, Practice, and Rereading can be combined for this story also.

The children first read the whole story silently to find out about the flower store in Miss Burke's room.

There are no new words in this story.

The children may find in the book and tell (in answer to thought questions):

#### Page 145.

|                      |                   |
|----------------------|-------------------|
| in Miss Burke's room | some plants       |
| in Miss Lee's room   | very pretty       |
| in their room        | played and worked |
| a flower store       | most of the time  |
| some seeds           |                   |

The children then reread the story silently to remember all of the things that happened in order. They then close



*A Classroom Flower Store*

their books and tell the teacher, who writes them on the blackboard. For example:

1. They planted seeds in boxes.
2. Patsy brought plants from home.
3. The children put the plants in boxes.
4. Miss Lee's children gave them some flowers.
5. Then they had a pretty flower store.

### *Individual and Group Activities*

#### **A. SILENT READING**

*My Practice Book, More Fun For Me.* No exercise for this lesson. The exercise on page 147 of the reader may be used as a follow-up silent-reading exercise.

#### *Blackboard or Card Checking Game*

None will probably be necessary.



## B. RELATED CLASSROOM ACTIVITIES

1. Making a flower store in room. 2. Drawing or painting what the flower store might have in it. 3. Enjoying flower pictures or picture books. 4. Taking a walk to see flowers in park or garden.

## DO THIS, page 147

This exercise provides practice in seeing smaller words that make up larger ones. Care must be taken that the small words selected are *pronounced* as in the larger word. For example, *something* has *me* in it, but *me* is not pronounced in it and therefore is not the correct word to find. *Some* and *thing* are the two words.

There are four new compound words in this exercise which do not appear in the text elsewhere. The children should however be able to find the familiar small words. These words are: *inside*, *schoolhouse*, *bedroom*, *schoolroom*.

## MAKING UP A PLAY, pages 148-149

Introductory Reading, Practice, and Rereading can be combined for this story. The children first read the whole story silently to find out how the children happened to make up the play and how they did it.

*New Word:*

Page 148. fairy

Children hear and find *air* in *fairy*.

Children find in the book and tell (in answer to thought questions whenever possible):

## Page 148.

some of us (How often?)  
 could be (How often?)  
 a fairy  
 Poky and Slow

## Page 149.

planned the play  
 played the parts  
 over and over

The children may then reread orally the conversational parts and the part that tells about the fun they had then.

*Individual and Group Activities*

## A. SILENT READING

*My Practice Book, More Fun For Me.* Exercise 78.

## B. RELATED CLASSROOM ACTIVITIES

The children may imagine, prior to the reading of the play on page 150, how the play could be made up. They will then doubly enjoy reading the real play.

**THE PLAY, pages 150-156****WORD AND PHRASE CARDS 213-222****Introductory Reading of the Whole Story**

The children first read the introductory part silently to find the time, place, and players (introducing *spring*, *Polly*, *ladybugs*). The children can be expected to sound the first word. They may need help in recognizing the other two. Then read silently to find out, and orally to tell:

**SCENE I**

1. The part that tells what the players are doing as the scene opens. 2. What Polly says to Mary Jane.

3. What Mary Jane answers. 4. The part that tells what the fairy does as the music is played (introducing *music*, *waves*, *wand*). 5. What the children say to the fairy. 6. What the

- fairy says to them. 7. What the fairy does and what happens.  
 8. What the garden tools say to the fairy (introducing *Shall*).  
 9. The fairy's answer. 10. What happens as the music  
 is played. 11. What the children say (introducing *ground*).  
 12. What the fairy says to the seeds. 13. What happens as  
 the music is played again (introducing *dance*).

## SCENE 2

1. The part that tells how the garden looks now. 2. What  
 Polly says about having the pretty birds come. 3. What Mary  
 Jane says about it. 4. What the fairy says to the bluebirds.  
 5. What happens as the music is played again. 6. What  
 Polly says about the bluebirds' nest (introducing *eggs*).  
 7. What happens as the music is played this time. 8. What  
 Mary Jane says when she sees the ladybugs.  
 9. What happens then (4 lines). 10. What the fairy says  
 to them. 11. What happens then (3 lines). 12. What the  
 children say. 13. What happens as the music is played again.

## SCENE 3

1. What happens as the scene opens.  
 2. The rest of the page.

## Practice Period

## WORD AND PHRASE CARDS

|          |       |        |
|----------|-------|--------|
| spring   | waves | ground |
| Polly    | wand  | dance  |
| ladybugs | Shall | eggs   |
| music    |       |        |

## New Words:

Page 150.

Polly spring ladybugs

Page 151.

shall waves music wand

Page 152. ground eggs dance

The children practice reading the conversational parts and the parts in parentheses. They try to read the parts to make them sound interesting, "like real talking." Different children are chosen to be the players. The play is then read as a whole (omitting parts in parentheses). The children plan the scenery, make simple costumes, and provide necessary stage properties. They may choose the music they like best to represent the mood of the scenes. (The teacher should, if possible, play on victrola or piano a variety of selections from which the children can select the most appropriate.) As a final step the children give the play. It is not desirable that they try to remember the exact words of the book. The children should be encouraged to amplify the parts and improve upon the suggested developments as they go along.

The children note *gr* in *ground* and recall *green, grow*.

### *Individual and Group Activities*

#### A. SILENT READING

*My Practice Book, More Fun For Me.* Exercises 79, 80, 81, and 82.

*Blackboard or Card Checking Game.* The interest in the rereading of the play many times in order to present it will probably make an additional checking exercise unnecessary. (Checking Exercise follows this story on page 156.)

#### B. RELATED CLASSROOM ACTIVITIES

This play may lead to the planning of an original play or the use of some other story in a similar way.

**SPRING IN POLLY'S GARDEN, pages 158-164**

WORD AND PHRASE CARDS 223-230

**Introductory Reading of the Whole Story**

Children read silently to find out, then orally to tell:

1. What Polly did in the early morning. (All of page 158, introducing *sang* and *song*.)
2. What happened when she heard the voice in the tree. (Page 159, introducing *voice*, *nearby*.)
3. What happened when she heard the voice from the pond. (Page 160, introducing *Knee deep*, *sing*.)
4. What happened when Polly heard the other voice from a tree. (Page 161.)
5. What happened when Polly saw something on the ground. (Page 162, introducing *ball*.)
6. What happened when Daddy saw the ball. (Page 163, introducing *under*.)
7. The rest of the story.

**Practice Period**

## WORD AND PHRASE CARDS

|       |           |       |
|-------|-----------|-------|
| sang  | nearby    | ball  |
| song  | Knee deep | under |
| voice | sing      |       |

**New Words:**

Page 158. sang song

Page 159. voice nearby

Page 160. knee deep sing

Page 162. ball

Page 163. under

Children find in the book and tell (in answer to thought questions whenever possible):

**Page 158.**

early morning  
walking

sang a pretty song  
Spring is here

Page 159.

Pretty bird (How often?)  
nearby  
a voice  
from a tree  
should not say so  
all the world is glad

Page 161.

heard another song  
a happy song  
a song of spring  
watched and waited  
name (How often?)

Page 163.

turtle's egg  
more eggs  
under the ground (How  
often?)  
nearby  
found more of them  
so nobody would find them

Other Practice:

Hear and find *spr* and *ing* in *spring*. Find *red* and *bird* in *redbird*. Hear and find *ee*'s in *knee* and *deep*. Find *by* in *nearby*. What is the other part?

Compare cards: sing — sang — song

Compare on blackboard:

a ball — the ball  
my ball — her ball

Page 160.

Knee deep (How often?)  
nearby  
too deep for me  
I shall stay  
I shall sing  
on the ground

Page 162.

looked like a ball  
take it back  
put out her hand  
not her ball  
not hard  
queer-looking ball

Page 164.

a happy place  
shall sing  
my happy song  
her happy song  
all the world  
I like that song  
want to sing

I shall stay  
I shall sing

**Rereading for a Specific Purpose**

The children reread the story orally in parts. They may make up a tune to the words: "Spring is here! Spring is here! and all the world is glad." The story may be dramatized also.

*Individual and Group Activities***A. SILENT READING**

*My Practice Book, More Fun For Me.* Exercises 83 and 84.

Pages 85-96 contain two longer supplementary stories with checking exercises. These are intended for independent silent reading.

*Blackboard Game.* The game of *Who Said* may be used if desired. The teacher prints the sentences on the blackboard. The children tell who said each.

**THE SENTENCES**

|                                            |                |
|--------------------------------------------|----------------|
| Spring is here! Spring is here!            | Polly          |
| Pretty bird! Pretty bird!                  | Daddy          |
| Knee deep! Knee deep!                      | a voice        |
| Spring is here! and all the world is glad! | Mr. Bluebird   |
| Knee deep is too deep for me!              | the other bird |
| What is my ball doing out here?            |                |
| That is a turtle's egg.                    |                |

**B. RELATED CLASSROOM ACTIVITIES**

1. Learning about the bluebird, its habits, nest, and song.
2. Learning more about frogs. Seeing a frog if possible.
3. Learning about the cardinal.
4. Seeing a picture of turtle eggs or real ones.
5. Making up other simple songs about spring or the garden.

## SUMMARY OF PHONETIC ELEMENTS IN PART V

Initial sounds: continued recognition of initial sounds in words in context.

New combinations of sounds: *str, ck, aw, gr, spr*.

Endings: continued recognition of familiar ending sounds.

Small words in larger ones: as *see* in *seeds*.

Children are expected to use the sounds which have been repeatedly heard and located before this time to pronounce certain new words in Part V of the first reader.

SUGGESTED SUPPLEMENTARY READING  
MATERIALS

## PRIMER, EVERYDAY FUN, PART I

This list of suggested supplementary reading material may be used with Part I of the Primer, *Everyday Fun*.

## I. Picture Books for Picture Reading

## A. INEXPENSIVE PAPER OR LINEN COVERS

- A. B. C. Book, The*. Platt & Munk Company.
- Aeroplanes and Airships*. Saalfield Publishing Company.
- Airplanes and Automobiles, The*. Platt & Munk Company.
- Baby Animals*. Saalfield Publishing Company.
- Friendly Animals*. Saalfield Publishing Company.
- Little Brown Bear*. Whitman Publishing Company.
- Little Dog Cracker*. Whitman Publishing Company.
- Little Pig*. Whitman Publishing Company.
- Playtime*. Whitman Publishing Company.
- The Gingerbread Boy*. Whitman Publishing Company.
- The Little Red Hen*. Whitman Publishing Company.
- To a City*. Saalfield Publishing Company.

*Note:* The teacher may wish to cut the pictures from these books and mount them in sequence for serial story telling.



B. MORE EXPENSIVE PICTURE BOOKS FOR MORE PERMANENT CLASSROOM LIBRARY

- A. B. C. Book.* C. B. Falls. Doubleday, Doran & Co.  
*A. B. C. Bunny.* Wanda Gag. Coward-McCann, Inc.  
*Angus and the Cat.* Marjorie Flack. Doubleday, Doran & Company.  
*Book of Animals.* Tony Sarg. Greenberg, Publisher, Inc.  
*Caldecott Picture Books.* Randolph Caldecott. Frederick Warne & Co., Inc.  
*Junior Fire Chief.* Samuel Gabriel Sons & Company.  
*Modern A. B. C.* Doubleday, Doran & Company.  
*Mother Goose Book.* E. M. Bolenius. Houghton Mifflin Company.  
*Old Mother Hubbard Picture Book.* Dodd, Mead & Company, Inc.  
*Steamshovel for Me.* Edelstat. Frederick A. Stokes Co.  
*The First Picture Book.* M. Martin. Harcourt, Brace & Company, Inc.  
*The Second Picture Book.* M. Martin and E. Steichen. Harcourt, Brace & Company, Inc.

II. Other Books to Read to and Enjoy with the Children

- A Good Little Dog.* Anne Stoddard. D. Appleton-Century Company, Inc.  
*A Monkey Tale.* Hamilton Williamson. Doubleday, Doran & Company.  
*Ask Mr. Bear.* Marjorie Flack. The Macmillan Company.  
*Busy Carpenters.* J. S. Tippet. World Book Company.  
*Honey Bear.* D. Willson. The P. F. Volland Company.  
*Junket is Nice.* Kunhardt. Harcourt, Brace & Company, Inc.  
*Little Elephant.* Hamilton Williamson. Doubleday, Doran & Company.  
*Millions of Cats.* Wanda Gag. Coward-McCann, Inc.

- The Story of Babar, the Little Elephant.* Jean de Brunhoff.  
H. Harrison Smith & Robert Haas, Inc.  
*The Tale of Peter Rabbit.* Beatrix Potter. Frederick  
Warne & Co., Inc.

POETRY BOOKS

Appropriate poems to be selected and read to the children.

- Fairies and Chimneys.* Rose Fyleman. Doubleday,  
Doran & Company.  
*Here, There and Everywhere.* Dorothy Aldis. Minton,  
Balch & Company.  
*I Go A-Traveling.* James S. Tippet. Harper & Brothers.  
*I Live in a City.* James S. Tippet. Harper & Brothers.  
*I Like Machinery.* James S. Tippet. Harper & Brothers.  
*Now We are Six.* A. A. Milne. E. P. Dutton & Co.  
*Silver Pennies.* Blanche Thompson. The Macmillan  
Company.  
*Spin Top Spin.* Elsa Eisgruber. The Macmillan Co.  
*The Pointed People.* Rachel Field. The Macmillan  
Company.  
*The Posy Ring.* K. D. Wiggin and N. A. Smith. Hough-  
ton Mifflin Company.

STORY BOOKS

(Stories to tell children)

- Chimney Corner Stories.* V. S. Hutchinson. John C.  
Winston Company.  
*Here and Now Story Book.* Lucy Sprague Mitchell.  
E. P. Dutton & Co., Inc.  
*New Stories to Tell Children.* Sara Cone Bryant. Hough-  
ton Mifflin Company.  
*Stories to Tell the Littlest Ones.* Sara Cone Bryant. Hough-  
ton Mifflin Company.  
*The First Book of Stories for the Story-Teller.* F. E. Coe.  
Houghton Mifflin Company.

*Told Under the Blue Umbrella.* The Macmillan Company.  
*Told Under the Green Umbrella.* The Macmillan Company.  
*Anthology of Children's Literature.* Edna Johnson and  
 Carrie E. Scott. Houghton Mifflin Company.

## PARTS II AND III OF PRIMER

This list of suggested supplementary reading material may be used along with Parts II and III of the Primer, *Everyday Fun*.

### I. Picture Books

*The Farm Book.* E. Boyd Smith. Houghton Mifflin Company.  
*The Chicken World.* E. Boyd Smith. G. P. Putnam's Sons.  
*The Little Dog that Would Not Wag His Tail.* E. G. Deihl. Samuel Gabriel Sons & Co.  
*The Little Pig that Would Not Get Up.* E. G. Deihl. Samuel Gabriel Sons & Co.  
*The Little Chick that Would Not Go to Bed.* E. G. Deihl. Samuel Gabriel Sons & Co.  
*The Little Kitten that Would Not Wash its Face.* E. G. Deihl. Samuel Gabriel Sons & Co.  
*The Tale of Corolly Cruthers.* Romney Gay. Harter Publishing Co.  
*Clean Peter and the Children of Grubbylea.* Ottilia Adelborg. Longmans, Green & Co.  
*Farm Pets.* John Y. Beaty. Rand McNally & Company.  
*Wait for William.* Marjorie Flack. Houghton Mifflin Co.

### II. Books the Children Can Read. (The easier books are marked with a star.\*)

\**In Rabbitville.* American Book Company.  
 \**The FUN Book.* Mabel G. La Rue. The Macmillan Co.  
*Thanksgiving Time.* Esther M. Schenck. Lyons & Carnahan.  
*Christmas Time.* Esther M. Schenck. Lyons & Carnahan.  
 \**The Easy Book.* Jean Ayer. The Macmillan Co.

- \**Bob and Baby Pony*. Cora Martin. Charles Scribner's Sons.
- \**What Am I?* (Riddles) L. L. Dootson. Rand McNally & Co.
- \**Wag, a Friendly Dog*. E. M. Gehres. John C. Winston Co.
- At the Farm*. May Hill. Charles Scribner's Sons.
- The Tale of the Wee Little Old Woman*. Elsa Beskow. Harper & Brothers.
- The Pet Pony*. Baker and Baker. Bobbs-Merrill Co.
- Blue Barns*. Helen Sewell. The Macmillan Co.
- \**Sally and Billy in Autumn*. Marjorie Hardy. Wheeler Publishing Co.
- \**Sally and Billy in Winter*. Marjorie Hardy. Wheeler Publishing Co.
- \**Sally and Billy in Spring*. Marjorie Hardy. Wheeler Publishing Co.
- At the Farm*. Martin and Hill. Charles Scribner's Sons.
- Airplane Ride*. Helen S. Read. Charles Scribner's Sons.
- Billy's Letter*. Helen S. Read. Charles Scribner's Sons.
- Mr. Brown's Grocery Store*. Helen S. Read. Charles Scribner's Sons.
- \**Frolic and Do-Funny*. Pennell and Cusack. Ginn and Co.
- \**The Little Road*. H. Heffernan. Lyons & Carnahan.
- \**Let us Read*. Walker and Summy. Charles E. Merrill Co.

Also primers of available reading series. (See Pennell and Cusack, *The Teaching of Reading for Better Living*, for list of reading series. Houghton Mifflin Company.)

### FIRST READER, EVERYDAY FRIENDS

This list of suggested supplementary reading material may be used along with the First Reader, *Everyday Friends*.

#### I. Picture Books

- A Book of Cheerful Cats*. J. G. Francis. D. Appleton-Century Co., Inc.

- Animal and Bird Picture Book.* McLoughlin Bros., Inc.  
*Birds We Know.* Albert Whitman & Company.  
*Chuck-A-Luck and His Reindeer.* Berta and Elmer Hader.  
Houghton Mifflin Co.  
*Johnny Crow's Garden.* Leslie Brooke. Frederick Warne & Co.  
*Marigold Garden.* Kate Greenaway. Frederick Warne & Co.  
*Picture Book of Ships.* Grimmage and Craig. The Macmillan Co.  
*Seashore Book.* E. Boyd Smith. Houghton Mifflin Co.  
*Ships and Trains.* The Platt & Munk Company.  
*The Picture Book of Travel.* Berta and Elmer Hader. The Macmillan Co.  
*The Railroad Book.* E. Boyd Smith. Houghton Mifflin Co.  
*The Train Book.* William Pryor. Harcourt, Brace & Co.  
*The Wonderful Locomotive.* Cornelia Meigs. The Macmillan Co.

## II. Books the Children Can Read

- Alphabet People.* Lois Lenski. Harper & Brothers.  
*An Engine's Story.* Helen S. Read. Charles Scribner's Sons.  
*Bingo Is My Name.* Anne Stoddard. D. Appleton-Century Co., Inc.  
*Cinder the Cat.* M. B. Huber. American Book Co.  
*Easter Time.* Esther M. Schenck. Lyons & Carnahan.  
*Happy Home Books: The Fireman, The Postman, The Motorman.* Edward Lear. The Macmillan Co.  
*Little Wooden Farmer.* Alice Dalgliesh. The Macmillan Co.  
*My Garden of Stories.* Etta A. Blaisdell. Little, Brown & Co.  
*Nature Activity Readers.* Edwards and Sherman. Little, Brown & Co.  
*Out and Playing.* Lucy Gage. Mentzer, Bush & Co.  
*Pelle's New Suit.* Elsa Beskow. Harper & Brothers.  
*Tales from Story Town.* Mina P. Ashton. Beckley-Cardy Co.

- The Funny Thing.* Wanda Gag. Coward-McCann Inc.  
*The Good Time Book.* Mabel La Rue. The Macmillan Co.  
*The Little Engine that Could.* The Platt & Munk Co.  
*The Magic Clothespins.* Maude D. Lynch. Houghton Mifflin Co.  
*The Red Horse.* Elsa Moeschlin. Coward-McCann Inc.  
*Under the Story Tree.* Mabel La Rue. The Macmillan Co.  
*Up and Doing.* Lucy Gage. Mentzer, Bush & Co.  
*Valentine's Day.* Esther M. Schenck. Lyons & Carnahan.  
*When the Root Children Wake Up.* Sibylla V. Olfers. Frederick A. Stokes Co.

### III. Books on Science Information for the Teacher

#### Steam Engines:

- Living in a World of Science.* M. Morris. Charles Scribner's Sons.  
*Introduction to Science.* Caldwell and Curtis. Ginn and Co.  
*Most Powerful Locomotive in the World.* American Locomotive Co.

#### Turtles:

- The Reptile Book.* Raymond Ditmars. Doubleday, Page & Co.  
*Handbook of Nature Study.* A. B. Comstock. Comstock Publishing Co., Inc.

#### Pets in General:

- The Pet Book.* A. B. Comstock. Comstock Publishing Co., Inc.

### REFERENCE BOOKS FOR TEACHERS

#### Candy Making:

- Kitchen Fun.* Harter Publishing Company. (A cookbook containing simple recipes that young children can use.)

#### Drawing and Painting:

- Mathias, Margaret E.: *Beginnings of Art in the Public Schools.* Charles Scribner's Sons. (A clear, simple presentation of

the stages of development in the art expression of young children.)

Dramatization:

Brown, Corinne: *Creative Drama in the Lower School*. D. Appleton & Company. (A practical discussion of the stages of development of dramatic play of young children.)

Literature:

Dalglish, Alice: *First Experiences with Literature*. Charles Scribner's Sons. (Contains excellent chapter on picture books for young children.)

Hooper, John. *Poetry in the New Curriculum*. Stephen Daye Press. (A guide in providing vital experiences in poetry through an enriched language environment.)

Moore, Annie E.: *Literature Old and New for Children*. Houghton Mifflin Company. (A good discussion of children's literature including also extensive annotated bibliographies of children's picture and story books.)

Social Science:

Reed, M. M., and Wright, L. E.: *The Beginnings of the Social Sciences*. Charles Scribner's Sons. (Gives excellent suggestions for both content and method in the social studies. Contains excellent material on airplanes, trains, etc.)

The School at Work:

Gustin, Margaret, and Hayes, M. L.: *Activities in the Public School*. University of North Carolina Press. (A practical presentation of activities carried on under ordinary classroom conditions.)

Porter, Martha Peck: *The Teacher in the New School*. World Book Company. (A helpful book dealing with the problems of the modern primary school.)

Stevens, Marion Payne. *The Activities Curriculum in the Primary Grades*. D. C. Heath and Co.

*Teachers' Guide to Child Development*. California Curriculum Commission. State Printing Office. (A comprehensive though simple treatment of the activity program in the modern primary school.)



## CHILD DEVELOPMENT IN THE KINDERGARTEN AND PRIMARY GRADES

Successful teachers of young children realize that to teach reading properly, they must give due consideration to all phases of development of all the children that are being taught. They know that any group of growing children exhibits many different degrees of development and that the lines of development extend in many different directions.

In order to teach reading so that it may be a joyful and successful adventure for every child, the teacher knows that she has to study the individual child in the complicated, social situation of the schoolroom and to provide, as far as possible, an adequate background and favorable environment for his complete development. The chart beginning on the next page is intended to help the teacher to understand the child and to teach reading from this point of view.

In Section I, a picture is presented of the growing, developing child in the kindergarten primary period. His most striking characteristics are outlined under the three headings: physical, mental-emotional, and social-moral.

In Section II, the significance of these characteristics to education is outlined under the same three headings: physical, mental-emotional, and social-moral.

In Section III, practical classroom applications are suggested under the same three headings. These refer to the whole school environment. In Section IV, particular applications are made to reading.

This chart should be helpful to the teacher in evaluating her classroom procedures in the light of children's needs.



## I. CHARACTERISTICS OF GROWTH AND DEVELOPMENT

*A. Physical*

1. Period of rapid bodily growth.
  - a. Greatest increase in brain size occurs during the first six years of life.
  - b. The digestive system is in advance of all others.
  - c. Heart is of minimum size but required to pump the blood over two thirds of the length of adult arteries.
  - d. Period of dentition.
  - e. Period of rapid increase in function of sensory centers controlling sight, hearing, touch, smell, and taste.
  - f. Large muscle development predominates.  
Nervous system is made up of parts, each controlling some particular physical or mental activity. The centers for all movements are in the brain cells. Reflex centers are located in the spinal cord. Finer movements of hand and fingers are a later development than the coarser or grosser movements. The centers mature at different periods and the order of their development is fixed by heredity. As the child grows, the movements advance from fundamental to complex. The growth of the lowest centers can be

*A. Physical*

effected only through their exercise.

The order of development of the muscles is: trunk, shoulder, arm, forearm, hand and fingers. Similar order in lower extremities: hip, thigh, leg, foot and toe movements. The finer muscles of hand and fingers are not fully developed at this period.

Proper co-ordination of eye muscles is a later development as is accommodation. The infant sees only near objects.

- g. There are two phases of development of each organ:

- (1) Increase in physical size and volume.

- (2) Development of functional power.

These phases are consecutive.

.....

*B. Mental-Emotional*

1. Span of attention relatively short, but dependent upon suitability of task and satisfaction in its accomplishment.
2. Child's interest in the activity rather than the product.
3. Curiosity strong: finds expression through questioning and first-hand investigation.

I. CHARACTERISTICS OF GROWTH AND DEVELOPMENT (*cont.*)B. *Mental-Emotional*

4. Imitation likely to be unselective.
5. Fearlessness in self-expression marked.
6. Interest in dramatic play great.
7. Normal child has positive habituations toward good nature, self-control, co-operation.
8. The child's feelings respond to training.
9. The child thrives best in an atmosphere of security.
10. The child is easily overcome by a sense of his own futility.

C. *Social-Moral*

1. The child gradually learns to become less egocentric and more social minded and co-operative by broadening his scope and inhibiting some egocentric tendencies.

*a.* Individual rivalry, so prominent in the earlier years, gives way gradually to group co-operation. In general,

C. *Social-Moral*

the following sequence is followed:

- (1) Friendly groups of a few children, each working individually but enjoying the companionship of others in the group.
  - (2) Groups still relatively small but their members are willing to contribute to a group undertaking and to use their efforts to effect a better group result.
  - (3) Larger group and greater self-sacrifice for the common good.
- b.* As the influence of companions increases, that of the adult decreases.
2. The child is un-moral; he does the thing that adds personal satisfaction. He acquires moral standards through experience and imitation in accordance with his environment.
- .....

## II. SIGNIFICANCE TO EDUCATION

A. *Physical*

1. Physical development of paramount importance. This is the time to protect children from:

- a. Disease.

- b. People who will spoil them.

2. The activities of the child must be adjusted to the development of the neuro-muscular system.

"Training preceding development subjects the organism to blights."\*

3. The growing body must determine the kind of work and play to be provided for the children.

4. When so much of the child's energy is needed in actual physical growth and adaptation, complicated mental adjustments must not be required of him.

5. Provision must be made for development of muscular control with large muscle activities predominating.

6. Attention must be given to stimulation of the sensory centers.

7. Frequent rest and food must be provided.

8. Wholesome habits of eating, sleeping, and relaxation must be formed.

"The child's difficulty in school is often augmented by a lack of preparation for his new environ-

A. *Physical*

ment, which expects him to change overnight from a motor animal into a sedentary brain worker."\*

\* Seham and Seham: *The Tired Child*. Lippincott.

B. *Mental-Emotional*

1. Need for balance and variety in activities which are suited to the children's needs.

2. Results to be judged in terms of growth rather than perfection of product.

3. Opportunities and guidance must be given in questioning and investigation.

- a. Information and skill best acquired through experience.

- b. Children need to go many places and see many things, to learn first hand Nature's laws of possibility and impossibility.

4. Control of environment is necessary in order to insure desirable imitations.

5. Many opportunities for creative expression must be given; creativity must be stimulated.

6. Many opportunities for dramatic play should be given.

7. Children must be habituated to desirable emotional responses.

\* Jennings, Hopkins, Myers and others: *Suggestions of Modern Science Concerning Education*. Macmillan.

II. SIGNIFICANCE TO EDUCATION (*cont.*)B. *Mental-Emotional*

- 8 Over stimulation must be avoided.
9. The children's sense of security must be preserved.
10. The child needs to practice success instead of failure.

.....

C. *Social-Moral*

1. Opportunity for and guidance of the natural development of group co-operation and social-mindedness must be given.
2. We must take the child where we find him and lead him to the next higher step in co-operation and social-mindedness. It is possible but not natural to teach and train from the beginning for the highest ideal.

C. *Social-Moral*

3. Work and play with other children, ideas and materials are necessary to widen the horizon of the child and to enlarge his social relationships.
4. Conduct patterns are moulded through group approval and censure.
5. Moral fiber must be built through natural situations requiring growing self-control. The child must earn freedom. It is not a gift to be wasted or misused.
6. The right thing must be made to pay in terms of personal satisfaction. Obedience in a few things should be required. Too many DONT'S and DO'S are undesirable.

## III. PRACTICAL CLASSROOM APPLICATIONS

A. *Physical*

1. Physical examination, cumulative weight and height record, inoculation and vaccination to prevent contagious disease, and correction of physical defects should be given attention upon school entrance if not before.
2. Freedom of movement and opportunities for play should be given.

## Types of play:

- a. Free play with apparatus such as slides, balancing boards, swings, etc., and with materials such as sand boxes or piles, reins, balls, hoops, etc.
  - b. Use of large materials in building and other construction work in the classroom and in dramatic play.
  - c. Simple games and rhythms increasing in organization as the children develop.
3. Furniture and equipment should be conducive to right physical development.
    - a. Movable furniture if possible. Arrangement of desks to facilitate freedom of movement and change of activity even if movable furniture is not available.
    - b. Suitable work centers: wood-work equipment, tools, work bench, nails and wood; paint-

A. *Physical*

- ing equipment, easels, large paint brushes and large sheets of paper; drawing equipment, large paper and large hexagonal crayons; sewing center, variety of bright colored sewing material and needles with large eye; doll corner or playhouse; attractive library table with suitable material; good-housekeeping equipment, small broom, brush, pail, dustpan, cloths; a clay table; and occasional centers for matching games, puzzles, etc.
4. Stimulation of sensory centers should be given through provision of bright color in proper combination; through building sensitivity to beauty of sound in nature, the human voice, poetry and rhythm; and through many opportunities to enjoy touching, tasting and smelling common things in his environment.

B. *Mental-Emotional*

1. Adult standards must not be applied in measuring the results of children's effort.
2. Children must be given opportunities to ask questions and to find answers to them. Guidance will be necessary to insure con-

III. PRACTICAL CLASSROOM APPLICATIONS (*cont.*)B. *Mental-Emotional*

tinuously improving questions and wiser investigations.

3. The teacher must remember that the children are unconsciously influenced by the appearance of the room, her own attitudes and mannerisms as well as those of other children.
4. Every child can make some contribution which is new to him and therefore creative. The teacher must watch for, stimulate, and guide these creative efforts.
5. There is a sequence of development in dramatic play.\*
6. Children should be helped to become and remain good-natured, self-controlled, and tolerant. They can acquire right attitudes by practice.
7. The Activities Program is stimulating and unless care is exercised to insure balance, and frequent relaxation, strain may result.  
Each child should be held up to his best NATURAL accomplishment but pressure and drive should be avoided.
8. Due consideration should be given to the following phases of a group activity:

a. Advance preparation for un-

\* Brown, Corrine: *Creative Drama in the Lower School*. Appleton.

B. *Mental-Emotional*

derstanding and appreciating the developments of the activity. Discussions, excursions, exhibits, pictures, and preliminary plans will help give this advance preparation.

- b. Opportunities for and guidance in research; the gathering of materials and information and the using of both to further the work at hand.
- c. Opportunities for and guidance in building, fashioning, and constructing in order to clarify meanings and further the work at hand.
- d. Opportunities for and guidance in listening and appreciating the beautiful in music, art, poetry, etc.
- e. Opportunities for and guidance in reporting progress and judging results.
- f. Opportunities for and guidance in practicing needed techniques and acquiring needed skills.
- g. Opportunities for and guidance in summarizing the values of the completed group activities for the benefit of the group concerned and for others.

III. PRACTICAL CLASSROOM APPLICATIONS (*cont.*)*C. Social-Moral*

1. Co-operation and tolerance grow only through exercise. A challenging group experience provides this exercise most effectively.
2. Provision should be made for forming positive habituations toward right conduct. For example:
  - a.* Taking turns with tools at the work bench.
  - b.* Waiting turns in group discussions.
  - c.* Learning to face facts and to overcome difficulties.
3. The right thing must be made to pay in personal satisfaction in every classroom situation. Children best learn to make right judgments through participation in judging.

*C. Social-Moral*

4. Right example is a powerful aid to right conduct. The teacher should endeavor to:
  - a.* Begin right.
  - b.* Avoid unnecessary disorder through careful planning.
  - c.* Avoid over-sentimentality but give impersonal, rational guidance.
  - d.* Be tactful and good-natured.
  - e.* Have quiet decision in emergencies.
  - f.* Be a good example of tone of voice, diction, dress and mannerisms.
  - g.* Be constructive in her criticism of the children and just in her decisions.

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## IV. APPLICATIONS TO READING

*A. Physical*

1. Reading must not be taught at the expense of proper physical development of the children. Ample provision must be made for large muscle activities in connection with reading.

- a. The Child Development Readers suggest many classroom activities on "doings" of this type.

- b. The mechanical features of the page set-up, type and illustrations must be consistent with the child's development. The readers of this series give special attention to this.

2. The child must be adequately prepared for reading before he is expected to learn to read.

- a. The Child Development Series provides a striking picture story approach to reading which makes a gradual and easy development and transition from the larger eye-muscle controls of picture reading to the finer controls for reading of print.

- b. Suggested checking and follow-up material on blackboard and in workbooks is so planned that the children can succeed. For example, the techniques involved in the primer workbook are

*A. Physical*

prepared for through similar ORAL exercises in connections with the pre-primer.

3. Seatwork activities must not require much use of the finer muscles in the beginning. The workbooks for the primer and first reader were prepared with this in mind. The pictures which are to be colored are simple and large enough not to tax small muscles. The directions do not require writing in small spaces.

*B. Mental-Emotional*

1. The Child Development Series pays marked attention to the total reading environment which must be continually of high standard, since imitation in the young child is largely unselective.

2. The children are given the pleasure of beginning to read at once in a booklet, and yet are not plunged immediately into a reading situation of an unfamiliar character. The materials provided for the development of Reading Readiness are large picture cards and a picture booklet, the reading of which will suggest related classroom activities involving the use of the larger muscle controls. The reading of the picture booklet assures a successful and joyful classroom



IV. APPLICATIONS TO READING (*cont.*)B. *Mental-Emotional*

experience from the start. It is impossible for a child to fail in the reading of the picture booklet during the first few weeks of school.

3. The primer and first reader stories of the Child Development Readers are short but full of challenging ideas which lead into a variety of different fields and suggest many further experiences and possible activities.
4. The plan for the pre-primer period of the Child Development Series gives the children an opportunity to make an easy adjustment to the new social situation required in the classroom. The free activity suggested in connection with the pleasurable reading of the picture booklet gives the children an opportunity to become acquainted with each other and to work together before the more formal reading program is begun, thus developing the highly desirable feeling of security among their fellows.

The appeal of the reader content and the simplicity and naturalness of the method constantly stimulate desirable emotional responses.

5. Reading must provide continuous food for children's curiosity. The

B. *Mental-Emotional*

primary readers of the Child Development Series do this to an unusual degree. Through pictures and discussion, information is gained and interest is stimulated in a subject or activity in advance of the reading about that subject or activity.

6. Interest in dramatic play is utilized not only in the classroom work which follows the reading of the stories but in the stories themselves. The material of the primary readers lends itself unusually well to dramatic play.
7. In the Child Development Series the activities of the book children lead naturally to similar creative activities of the pupils. The manual also suggests many other related activities that may result from the reading of the stories.
8. The mechanics of reading must be mastered without undue pressure and drive. The mastery of the mechanics of reading must not be an end in itself. In the Child Development Series mechanics are functionally developed.

C. *Social-Moral*

- I. Group discussions, planning and checking period and other co-operative group enterprises must be

IV. APPLICATIONS TO READING (*cont.*)C. *Social-Moral*

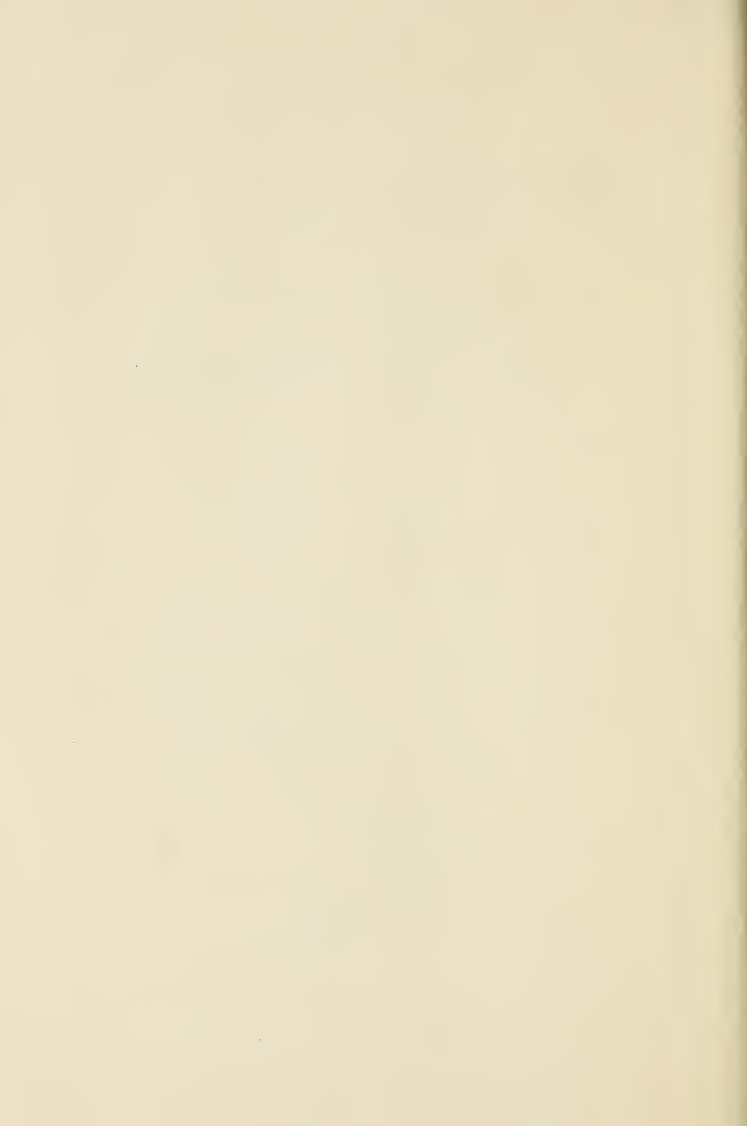
a vital part of a successful reading program. The manuals of the series give due consideration to all of these developments. The content of the readers themselves often describes classroom enterprises, discussions and plans. Example: Planning for 'Christmas in the primer.

C. *Social-Moral*

2. Desirable attitudes toward right conduct are built through the content material of the readers, not as isolated moralizing but as acceptable conduct of interesting book children. Example: book children washing hands before making candy in story LET'S MAKE CANDY in the primer.









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